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Working Teachers to Death.

By SUPT. H. C. KREBS, Somerville, N. J.

A principal of schools recently spoke of a condition of things existing in a certain town of thirty teachers a few years ago, that is indeed sad to contemplate. He said:

"Supt. ——— was a good friend of mine, and is still. I lived near his town many years. He was a severe man in the requirements he demanded of his teachers. Every evening each of them had four hours' work looking over examination and composition papers and marking them. I told him this was too much, but he was relentless. As the years passed I noticed that one by one his teachers died. They undoubtedly succumbed to the stress of work."

The superintendent of a system of schools of eighty teachers is accustomed to visit other cities, and having a large supply of public money at his command, to hire the best teachers he can find anywhere and place them in his schools. A lady of some years' experience was thus secured, but after six weeks she resigned. Said she: "Supt. ——— has good schools, but his teachers are rarely able to bear the strain he imposes on them for more than two or three years. I had to resign or ruin my health beyond repair."

Another superintendent a few years ago required his teachers to construct all their geography charts, history charts, penmanship charts, etc., during their evenings and Saturdays, despite the fact that each chart required from five to twenty hours of labor, and despite the fact that much better charts could have been purchased for trifling sums of money. He said it was a good thing for teachers to construct charts for themselves. He died in the prime of life, a victim of his own enthusiasm which led him into an excessive expenditure of strength, and which impaired the health of many of his teachers.

These instances suffice to justify the rather startling nature of the subject of this article. There is little doubt but that there are in every state in the Union many cases of overwork caused by the ruinous demands of supervising officers.

Is this necessary? Must we kill teachers to make good schools? Is it not possible to render the work of teachers pleasant and moderate and yet bring our schools to a high plane of excellence?

Of course it is possible. Many of the best schools in our land are conducted in this way; but it is just as true that many others are destructive of the very life of the teachers by the imposition of tasks that overpower nature's supply of strength.

It is an old story that examinations should not be as frequent as we once supposed; that of forty compositions written by a class of pupils only a few need generally be examined, and the rest be deposited in the wastebasket; that there should be no examinations for promotion except in unusual individual cases; but that the teacher's judgment of fitness for advancement should be accepted; that percentages should be dropped and letters used in marking the pupils' record. And yet despite the fact that all these matters have been forcibly presented in school journals and books on school management and put forth by public speakers it cannot be denied that thousands of teachers are to-day still going the same old round of weekly and monthly examinations; of carefully recording and averaging these marks for the report cards; of looking over every composition with painstaking minuteness, spending from ten to thirty minutes on each paper. And all this is done because the superin-

tendent demands it, because he is so much engrossed in the perfecting of his system that he forgets to make proper allowance for the limits of human strength and the economy of the mental and physical forces.

As a rule it is in poor schools that the largest amount of averaging and percenting is done. Let a teacher know that her work will be judged at the end of the year by the averages attained by her pupils in a final examination, and she will at once devote herself to cramming the pupils for "the great day." Naturally this produces poor work. Advanced ideas on education are not employed. There is no time for anything that does not lead to high percentages; so the grind goes on.

This is a woeful state of things, from which there seems no escape save thru the enlightenment of supervising officers. If a teacher has the courage to protest against the evil she is in danger of removal; so she suffers in silence, and gives the precious jewel of her health as an offering to the god of mechanism.

Let it be stated in the loudest tones, and may they ring on until they strike the ears of all principals and superintendents, that class examinations for promotion are an absolutely unnecessary evil and should be completely wiped out. That will lessen the strain on teacher and pupil by one-half. Furthermore, the close criticism of all composition exercises is too much for the strength of the average teacher; and since most excellent results can be obtained by examining only two or three papers in each set and having from three to five such exercises per week, another source of worryment may be obviated.

Teachers do better work when they are fresh and vigorous than when tired. This is evident. But how can a teacher be in this state when her strength is sapped every evening thru excessive labor? There are men with iron constitutions who can do an immense amount of work; and they are apt to forget that women are oftentimes weak and need more rest than a strong superintendent requires.

The constant study of some men seems to be how to get the most out of teachers, and they pile on the work in order to accomplish their desires. A better way to get the most out of teachers is to study constantly how to lighten their burdens that they may always be fresh in mind and body, and thus perform their duties in the school-room when at their best. Then they can give inspiration to their pupils. Then will their minds be on the alert to seize upon every opportunity and turn it to the advantage of the pupils. Then will they be in condition to lead and direct; and in every way will they be the better fitted to render the most acceptable service to the community and to the state.

The True Child-Study.

By HELEN M. BULLIS.

Now that the first gush of unreasoning enthusiasm over the subject of child-study is past, it is safe to say that an immense amount of nonsense pure and simple has been written and spoken about it, as well as much wisdom. Young children have been placed under microscopes and studied, and with the ready adaptability of their kind, have conformed themselves as far as possible to what they fancy their teachers want; older children have been questioned, and have promptly lied—and all the results, wheat and chaff alike, have gone into the grist to be ground up by the great child-study experts of the land, to form the new educational pabulum.

This, to be sure, is an extreme of the worst. Child-study has its careful, conscientious, scientific students, who "test the spirits," so to speak, and who will in time, there is no doubt, not only add greatly to our present knowledge of children, but, as a result of that knowledge, possibly revolutionize our present methods of instruction. But the rank and file of teachers lack the training, the opportunities, perhaps the inclination, after a mere flash-in-the-pan interest in it, to pursue the subject in the right way; pursued in the wrong way, it does more harm than good.

There is a child-study, however, in the literal sense of the word, which it is the duty of every teacher to attempt a knowledge of the children, not from an adult point of view, but as they know each other. This is certainly difficult of accomplishment, but it can be done by the exercise of patience, tact and sympathy, and it must be done if we would achieve success as educators—not mere teachers.

In dealing with children we must not forget that they are passing very rapidly thru stages of thought and action over which mankind as a whole lingered for centuries, and that as a consequence their ideas may differ radically from our own, without ceasing to be true, in the highest sense, so far as they are concerned. Each carries with him to manhood the evolutionary history of the race. It is not without significance that boys go into the loneliest woods accessible to them and build bark houses, or creep stealthily upon imaginary foes, or take to the water like young amphibians. We know no more of such a lad by his school-room conduct than we do of the natural elephant by watching his tricks in the circus ring. The child, in common with savages, and with all young animals, has a natural instinct for concealment. The age is past with civilized man when instinct warned to the sheltering of the body; now the soul seeks cover.

Contrary to common belief, children are as a rule completely indifferent to their teachers, as such. The teachers are among certain facts of existence that must be accepted as inevitable, but are not to be allowed to become important factors in their real lives. By their real lives, I mean the lives that are real only to them, that are too often entirely ignored by the "grown-ups," but that form the sub-statum of character in after years. These objective and subjective lives, running parallel with each other but never touching—the sometimes bridges may be built between on the part of the child, and ignorance of how externally and superficially she is affecting the child's soul on the part of the teacher—account for much of the commonplaceness so often found in the school-room.

Sometimes, it is true, the child actively dislikes the teacher and is unnaturally bad, if he has the courage to be, or perhaps develops a warm affection for her, in which case he may be unnaturally good, likewise if he has the courage, for it takes courage to deviate to either side of the set conventions of indifference imposed upon him by his fellows. But in any case, the teacher who confines herself to teaching and does not consider the humanistic study of the children as at least of equal importance, is not apt to catch more than fleeting glimpses of their real selves.

How to reach below the surface and grasp the child's true personality is not a problem of easy solution. For one thing, the teacher must not appear eager to catch the subtle thing napping and analyze it. The naturalist affects utter indifference to the movements of the bird he is seeking, but as he sits motionless and apparently careless upon the ground, the shy creature will perch near and satisfy itself of his harmlessness while he in turn studies the details of shape and plumage.

Yet with all avoidance of evident desire to surprise any of the secrets of his inner life, the teacher must impress the child with a sense of her sympathy with that life. To do this, the two must know each other outside of the school-room. Many teachers will say they see enough of the children five days in the week, within school hours without having the care of them after school too. Do not take care of them after school; make them take care

of you. Once or twice a month, at irregular intervals, plan some little excursion, no matter if it is nothing more than a bicycle ride to the next village and back, that will include a number of the class—it is apt to be too formal if one attempts to take all at one time—leave school behind, do not assume the airs of a mentor, and you will be surprised to find on your return how well you have been entertained, and from what a new point of view you have seen your pupils.

There is a fascination in this sort of child-study that increases with every fresh fact acquired, and fresh facts crowd each other as a rule. Perhaps one dreads becoming "school-teachery." Association with the children outside of school, paradoxical as it may seem, is the very way to avoid it. Merge the "teacher" in the human being. It is often difficult for children to realize that teachers are not of an altogether different race from themselves, and the shock of revelation to them that the teacher is not a concrete theory, a creature devoted from birth to the arid pursuits of grammar and mathematics, is the severest possible criticism on school-room conventionalities.

The teacher who knows his pupils outside of school is often surprised to learn how small a part school plays in the manifold interests of their days. Because teaching is our chosen profession, because it enables us to earn our daily bread it is apt to hold an over-large place in our thoughts. It is a good thing for us to learn how the uses of the subjunctive mood pale before the pursuit of a new bug for a collection of local insects, how unimportant a knowledge of factoring becomes by the side of a complete set of Columbian stamps or coins. It is possible that there is less relative importance in many things we teach than we often fancy, but without venturing on that heresy, there is no denying that a knowledge of the child's own standards of values, enables us not only to present subject-matter in a way that appeals to him from his own point of view, but, what is of far greater importance, gives a power to change, little by little, the standards themselves if they are faulty or incomplete, and so affect the soul to all eternity.

To know the children, you must let them know you. Do not assume to be the source and fountain-head of all wisdom. The teacher who pursues the study of childhood in its human rather than scientific aspect, will be often humbled—not humiliated, there is a difference—at discovering how much more some of her pupils know about politics, it may be, or natural history, or local tradition—any one of a hundred truly educational subjects, than she does herself. Children never despise honest ignorance, but they are very quick to see and scorn a dishonest assumption of knowledge. If a pupil can teach his teacher anything—outside of school and of the teacher's particular line of work, it is needless to say—he should be allowed to do it. The temporary reversal of positions will go far toward bringing about a sympathetic understanding between them.

Teaching is nerve-racking work at the best; at the worst it is calculated to make one heart and soul-sick besides. It is no wonder that young women, inexperienced, unused to children, coming often from sheltered homes and all the gayeties of girlhood, find it hard to endure the constant mental and physical strain of the care of a large class of restless boys and girls, sometimes on the point of revolt, for children, like savages again, have a keen sense for weakness and an unconquerable instinct to take advantage of it. No wonder they cry out in an agony of weariness and conscious failure against fate for compelling them to waste their youth, as it seems to them, in such unprofitable labor. To such young teachers the system of child-study that I have described is the only refuge from a black despair that, indulged in, will make them bitter and unsatisfied women. As the French proverb says, "If we cannot have what we love, we must love what we have;" and in this case, if attempted conscientiously, there will be found much to love, and the ways will grow magically smooth to the tired feet.

Heating and Ventilation Problems.

Reports of the school-house committee appointed by the American Society of Heating and Ventilating Engineers has been published for purposes of discussion. The report on the heating of schools in Philadelphia was presented at the last annual meeting of the society and is in part as follows:

"Philadelphia heated and ventilated her first school in 1683, by means of open-hearth wood fires at each end of every room in a two-story building. The air was changed so frequently that a constant breeze traversed the rooms, mercifully tempered in its effect on the students by the leather clothing then in fashion. We have few schools to-day, after a lapse of two centuries, in which the change of air is so complete, altho we have many heating and ventilating systems in use.

The magnitude of the heating and ventilating problem of to-day may be inferred from the following figures representing the schools of Philadelphia: \$12,000,000 invested in school property; \$3,686,930 cost of maintenance for the year 1898; 153,000 pupils in the public schools; 40,000 pupils in the parish schools of one denomination. Several denominations have their own schools. We also have several millions invested in private schools and universities.

"Statistics offered by the School Teachers' Association show that we have in Philadelphia 14,427 children in schools improperly provided; 8,000 children schooled in rented buildings; 6,000 children schooled on half time; 1,892 children in double classes in one room; 12,000 children from eight to thirteen years of age out of school, having no accommodations. Forty new schools are at present urgently needed; six new school buildings are necessary each year to accommodate the average rate of increase in population. These facts are given that you may have a better general knowledge of the magnitude of the problem of heating and ventilating the schools of our city.

"We have 447 schools under the management of the board of education; thirteen of these are heated by direct steam radiation; thirty-eight by direct and indirect steam radiation; 152 by hot air furnaces. Portions of thirteen of the latter are heated by direct and indirect steam radiation; fourteen school buildings are heated and ventilated by blowers and steam coils. Four buildings are heated and ventilated by batteries of hot-air furnaces, thru which blowers force air to the school-rooms. These blowers are operated by gas engines. No electric heaters and no water systems of heating are used in the public schools.

"It is said that we have some schools heated by stoves. In many instances eight hot air furnaces, with as many fires, heating one school building have been seen. In very many of our schools heated by hot-air furnaces, and by direct radiation, no provision whatever has been made for ventilation. This applies to schools erected prior to 1870. Your representative visited many schools at the hour of adjournment for the day. In no instance was the air vitiated to a degree perceptible to the sense of smell. The rooms were ventilated by lowering the top portion of the window sash from 6 inches to 36 inches, corresponding to the outside temperature. Many schools locate a board under the lower window sash; the board has 4-inch perforations, usually two in number, to which are attached sheet-metal elbows extending into the room. This device admits air from outside when the top sashes are down enough for heated air to escape. In schools erected about ten years ago, the smoke flues of the several hot-air furnaces are enclosed within brick aspirating shafts.

"Those in charge of such schools report that they are obliged to open the windows for good ventilation. In fact, it is the general custom in Philadelphia to open windows when good ventilation is desired in schools. The only exception to this rule is the schools heated by blowers. In one such windows were found open during school session, altho the engineer said he could maintain with his blowers and thermostats a temperature varying but one degree. An effort is made to maintain 70° F. in all school-rooms. No tests are made of the purity of the air in schools by the school authorities. We have no law compelling ventilation in schools. We have a law compelling attendance at school. From 24 to 30 cubic feet of air is supplied to each pupil per minute by the fan systems. An effort is made to supply 10 cubic feet of air per pupil per minute with indirect steam and hot-air heating plants. The pupils have nearer 20 cubic feet supplied when the windows are opened according to custom.

"An effort was made to obtain from those in charge of all schools such data as they would have concerning the relative economy of the different heating systems. This was not given, for the reason that it was not worked out into percentages.

In every case noted the fresh air for ventilation was taken from the surface of the street or from the school yard. No in-take shaft to a point above the roof was discovered. No device for the filtration of air was noticed. Evaporating pans were located in many fan systems to moisten the air supplied to the school-rooms. In every instance but one of these pans were dry, no automatic device being attached for positive feeding of water to the pan.

"In schools heated by hot-air furnaces, with blowers driven by gas engines, much complaint was made of the smell of hot oils, escaping gas, and noisy machinery. The principal noise was caused by loose clutches on the shafting. Much vibration of the rooms above the engine was noticed. The gas supply to the school-rooms was rendered very unsteady. Each stroke of the gas engine was plainly seen in the gas jets of all rooms. In each plant a blower and a fan was attached to the engine—one to force air to the rooms, the other to force the furnace fires. The air was forced thru two furnaces in succession before delivery to the rooms. In all the blower systems used the air is delivered to the rooms about 7 feet above the floor line, and in winter is exhausted close to the floor; but in hot weather a register close to the ceiling is used to exhaust the air. In schools heated by direct steam radiation wall coils are located under the windows on the outer walls. Steam is carried at 25 pounds usually. The boilers are located in the school basements. They are operated by the janitors. The boilers are under the automatic control of diaphragms attached to the draught doors. In schools heated by indirect steam a cluster of indirect radiator sections is located in the basement directly under the room to be heated; air is taken from the street, the yard, or the sidewalk at grade; is carried to and thru the radiator sections, and distributed to the various rooms thru sheet metal ducts or brick flues. No radiation is placed in exhaust ducts to increase their capacity. The result is, the windows are opened for better ventilation.

"In fan-heated schools, the fan in every instance is located in the cold-air chamber. Those in charge find no difficulty in feeding oil to the bearings in extreme cold weather. Steam at 30 pounds is supplied from horizontal tubular boilers located in the basement. No reducing valve is used. Exhaust steam from the engine is utilized in a portion of the heater coils. Condensed steam is collected in a drip tank and pumped to the boilers. In many cases these pumps are not controlled automatically. Heated air is carried in masonry ducts to the base of vertical heat flues. Dampers, controlled by hand, are placed at the base of all vertical heat flues. In plants erected within the last five years these dampers are controlled by diaphragms operated by thermostats. The thermostatic device in use is constructed as follows; A metallic chamber, with flexible corrugated sides, and containing a liquid which vaporizes at 45° F., is placed in each room. The side of this chamber is connected to a lever which operates an air valve controlling 18 pounds pressure of air. The alternate heating and cooling of the thermostatic liquid thus operates all dampers by controlling the admission or release of air pressure to the diaphragms actuating the dampers."

Air Supply of Furnaces in Schools.

By ROBERT BRUCE, Clinton, N. Y.

In no department of mechanical construction is an accurate and well applied knowledge of physical laws of more necessity than in the construction of apparatus for heating and ventilating school buildings; yet in no other department is ignorance more general. There are indeed many architects, builders, and engineers who are thoroly informed upon this subject, but the majority of those who are entrusted with the placing of such apparatus know comparatively little of the first principles upon which the best in their arts depends. Of the true nature of heat, or radiation and conduction, their every day practice gives few signs of intelligent recognition; and the nature of the impurities which accumulate in crowded rooms, and the proper methods of removing them without subjecting the occupants to piercing drafts and currents from open windows are frequently unsolved problems.

There stands to-day in a school building in a city between the Hudson river and Lake Erie, a costly monument to constructive ignorance—a stove and furnace combined, with flues open at the top and surmounted with a pipe thru which not hot air (for there are no openings at the bottoms of the flues), but *heat* is expected

to rise to the room above. The heat, however, fails or refuses to obey any other law than that which nature imposes, and save a slight warmth, due totally to radiation, the register above the pipes has nothing to do with the warming of the upper apartment. If upon such fundamental principles, a want of exact knowledge prevails, how is it to be expected that much will be known of the effects of currents of air over the mouths of tubes upon the contained columns, of such great import to the satisfactory working of any apparatus involving the circulation of air thru flues and passages?

Heaters are to be seen with the hot air registers lower than the source of supply for cold air, the former being immediately at the top of the furnace. They are sometimes even placed so that a hot air column, if it discharged itself at all, must do so against the pressure of air in a close room, there being no possible escape for the confined air except at the cracks beside the windows and doors. Again the cold air boxes are occasionally placed at obtuse angles, with narrow passages between buildings, so that when the wind blows strongly against them, the current is reversed and the entire column of heated air passes into the atmosphere outside; such furnaces with a fire box of an inch and a half in thickness will glow like a cherry over-ripe, while the register overhead is actually cold to the touch. An observation of such particulars will explain the reason why bills for fuel are frequently so high; why heaters will often work well when some particular wind is blowing, and not at other times; and why, when some rooms are overheated, others supplied from the same heater are uncomfortably cold.

In making repairs and renovation of such appliances in school buildings, those in charge should observe carefully the following particulars:

The furnace should be encased with a good non-radiating material. It is no uncommon occurrence to find the basement in which the furnace is placed the warmest part of the building. Flues for conveying the cold air of the building to the fire boxes should also be supplied, so that when the fires are first lighted, the cold air can be supplied from the rooms themselves. As soon as the volume of air already in the building is raised to the required temperature, these can be shut off, and a supply of cold air from the outside substituted. The smoke pipes should be large—much larger than is usual, for the reason that a fire box requires a pipe of sufficient diameter to avoid the permeation of the air by the gases of combustion. If the external openings of the cold air boxes are where they are subjected to strong winds, they should be fitted with cowls. Blasts of wind will then aid the passage of air to the heaters, instead of reversing the currents. When different rooms are to be supplied from the same heater, the conducting flues should never be at right angles with each other. When warmed by heated air, ventilation should take place from the bottom, never from the top of the school-room. It requires no small skill to adjust all these requirements properly, and they should not be left by school boards to indifferent contractors or inefficient workmen. A timely and proper attention to them will more than repay the necessary time and expense.

Thanksgiving Proclamation.

The President has issued the following Thanksgiving proclamation:

"A national custom dear to the hearts of the people calls for the setting apart of one day in each year as an occasion of special thanksgiving to Almighty God for the blessings of the preceding year. This honored observance acquires with time a tenderer significance. It enriches domestic life. It summons under the family roof the absent children to glad reunion with those they love.

"Seldom has this nation had greater cause for profound thanksgiving. No great pestilence has invaded our shores. Liberal employment waits upon labor. Abund-

ant crops have rewarded the efforts of the husbandman. Increased comforts have come to the home. The national finances have been strengthened and public credit has been sustained and made firmer. In all branches of industry and trade there has been an unequaled degree of prosperity, while there has been a steady gain in the moral and educational growth of our national character. Churches and schools have flourished.

"American patriotism has been exalted. Those engaged in maintaining the honor of the flag with such signal success have been in a large degree spared from disaster and disease. An honorable peace has been ratified with a foreign nation with which we were at war, and we are now on friendly relations with every power on earth.

"The trust which we have assumed for the benefit of the people of Cuba has been faithfully advanced. There is marked progress toward the restoration of healthy industrial conditions, and under wise sanitary regulations the island has enjoyed unusual exemption from the scourge of fever. The hurricane which swept over our new possession of Porto Rico, destroying the homes and property of the inhabitants, called forth the instant sympathy of the people of the United States, who were swift to respond with generous aid to the sufferers. While the insurrection still continues in the Island of Luzon, business is resuming its activity and confidence in the good purposes of the United States is being rapidly established thruout the archipelago.

"For these reasons, and countless others, I, William McKinley, President of the United States, do hereby name Thursday, the thirtieth day of November next, as a day of general thanksgiving and prayer, to be observed as such by all our people on this continent and in our newly acquired islands, as well as by those who may be at sea or sojourning in foreign lands; and I advise that on this day religious exercises shall be conducted in the churches or meeting places of all denominations, in order that in the social features of the day its real significance may not be lost sight of, but fervent prayers may be offered to the Most High for a continuance of the divine guidance without which man's efforts are vain, and for divine consolation to those whose kindred and friends have sacrificed their lives for country.

"I recommend also that on this day, so far as may be found practicable, labor shall cease from its accustomed toil, and charity abound toward the sick, the needy and the poor.

"In witness whereof I have set my hand and caused the seal of the United States to be affixed.

WILLIAM McKINLEY."

Schools of the Northwest. III.

By WILLARD K. CLEMENT, University of Idaho.

The professional training of the Idaho teacher is furnished by two normal schools, one at Lewiston, Nez Perces county, in the northern section of the state, and the other at Albion, Cassia county, in the south. These schools were established by the legislature of 1893, altho no direct appropriation was made. The legislature of 1895 issued bonds for \$75,000, payable from the first sales of the normal school lands. (In 1890, upon Idaho's admission as a state, 100,000 acres of land were set apart for the benefit of the normal schools. Little of this has as yet been sold.) From the proceeds of these bonds, buildings were erected and the running expenses of the schools met until the meeting of the legislature in 1897. The Albion school was conducted for several years in a building erected by local donations. The Lewiston school was organized Jan. 6, 1896. The new building being dedicated in June of that year. The legislature of 1897 appropriated \$14,000 for the support of each school during the biennial period. This was increased to \$15,000 by the legislature of 1899, Lewiston also securing a bond issue of \$7,500, based upon the sale of lands, to equip the scientific department and build two (much needed) dormitories.

Mr. George E. Krepper has been at the head of the Lewiston school from its inception, while Mr. J. C. Black is the principal at Albion. Lewiston has a faculty of six members. Albion of five. Lewiston is governed by a board of six trustees, appointed for terms of two, four, and six years, while Albion has a non-partisan board of five, appointed for two years.

The enrollment at Lewiston has been larger than at Albion, the attendance for 1898 being 141 at the former and eighty-four at the latter school. This was certainly increased the past year, tho no published reports are at hand. Lewiston has graduated thirty-six during the past two years, twenty-nine of them young women. Albion graduated eleven in 1898. When the limited appropriations are considered, the work done is deserving of praise. Local conditions have necessarily had their influence upon the curriculum of the normal schools.

The state university at Moscow has, during the past summer, held a session of six weeks for the special benefit of teachers. The experiment (the school was the first of the kind in the Northwest) was a marked success, 175 being in attendance from all parts of Idaho, Oregon, Washington, and Montana. Examinations for state and life certificates were held at the close by the state superintendent. The success of the school will result in its continuance.

The legislative act establishing the two normal schools stated: "It shall be the duty of the board of trustees to prescribe the course of study and the time and standard of graduation, and to issue such certificates as may from time to time be deemed suitable. These certificates and diplomas shall entitle the holder to teach in the public schools of any county in this state for the time and in the grade specified in the certificate." The courses of study have been arranged in conformity with the foregoing. These are three in number, leading to a three years' certificate, a five years' certificate or a life diploma, the last being awarded to graduates in the regular course.

The courses at Lewiston (those at Albion differ at some extent) are:

FOR THREE YEARS' CERTIFICATE.

First year.—Arithmetic, grammar, U. S. history, geography, professional reading, vocal music (one term), drawing (one term), calisthenics (one term).

Second year.—First term, school management, physiology and zoology, algebra, rhetoric, and civil government; second term, methods of teaching, botany and zoology, algebra, rhetoric, penmanship, and bookkeeping.

FOR FIVE YEARS' CERTIFICATE.

The first two years, same as for three years' certificate.

Third year.—Psychology, physics, (one-half year), geometry, general history, study of authors, calisthenics (one-half year).

NORMAL COURSE.

First year.—School economy, Latin, physiology, algebra, rhetoric, U. S. history, vocal music, methods, drawing.

Second year.—Theory and practice, Cæsar, chemistry, plane geometry, authors, civil government, elocution, bookkeeping, psychology, general history, physical culture.

Third year.—Psychology, Vergil, physics, higher algebra, authors, general history, history of education, solid geometry, political economy, reviews.

Fourth year.—Practice, Cicero, geology, trigonometry, history of literature, astronomy, analytical geometry.

It is not necessary to complete the whole of the above to be graduated. A term of satisfactory work in any branch entitles the student to one credit. For graduation thirty-two credits are required. Eight of which must be for professional work. Elections are permitted. Thus, a graduate who came under my observation had had no Latin.

Teachers' Examinations.

The teacher who has not completed one of the normal courses must pass the county and state examinations. The county examinations are held by the county superintendent. There must be one regular examination, commencing on the fourth Thursday in August, and not to exceed three special examinations. Persons receiving certificates must be at least eighteen years of age. The

examination covers orthography, reading, writing, grammar, arithmetic, United States history, civil government, physiology and hygiene with particular reference to the effects of alcoholics and narcotics upon the human system, theory and practice of teaching, state constitution, and so much of the general school laws as relates to the duties and responsibilities of teaching. First grade certificates are granted to such as pass on all these subjects and algebra, with a general average of not less than ninety per cent. and a minimum of not less than seventy. five per cent. in any branch; second grade certificates are given all who secure a general average of eighty per cent. and a minimum in any study of not less than seventy per cent.; third grade certificates are issued to those who attain a general average of seventy-five per cent. and a minimum in any subject of not less than sixty per cent. The first grade certificates are valid for three years, and are good in any county of the state, upon the holder's filing a certified copy with the county superintendent. Second and third grade certificates are valid in the county where they are issued for two years and one year, respectively.

Examinations for state certificates and life diplomas are held twice a year. State certificates are good for five years. The examination covers physics, literature, general history, botany, and a paper upon an assigned topic. The certificate is granted to such only as hold a first grade county certificate and have been engaged in teaching for at least three years. Applicants for a life diploma must hold a first grade county certificate and have been engaged in teaching for at least five years, two of these in Idaho. The subjects for examination are political economy, zoology, psychology, plane geometry.

It will be seen from the foregoing, that no concessions are made to graduates of the state university, while unusual privileges are given the graduates of the normal schools. In the states adjoining, whose school laws and reports I have examined, I have been unable to find any instances of such discrimination. Without any disparagement of the value of normal school training, it must be maintained that the present course is too low, compared with the university requirements, for the graduates to receive such rewards. There were members of the last graduating class at the Lewiston normal eighteen and nineteen years of age. No graduate of the state university was as young. Yet these same normal graduates, whose attainments at graduation were fully three years below those of the university students, even if the professional courses were included, receive a life diploma, which the university graduate must teach five years to obtain. Surely the professional branches deserve no such reward!

This discrimination will result to the detriment of education in Idaho and the emigration of her university graduates to other states, where more favorable conditions surround college diplomas. A case in point recently came to my notice. A young lady member of the last graduating class at the university secured a position in a Washington school. Her diploma secured her a first grade certificate. While it is not advisable to grant a life diploma or even a state certificate to every university graduate, some arrangement should be made, by which, after passing upon certain professional branches certificates should be granted to those desiring to teach. This will result in a better grade of teachers in the high schools of the cities and large towns, without in any way trespassing upon the privileges of the normal graduates. Nevada grants college graduates a liberal recognition. Wyoming, on the other hand, which has only one grade of certificate, good for one year, does not show any favors to even its normal graduates.

The courses at the normal schools should be made more severe and additional subjects required for both the county and state certificates and life diplomas. In time, as the state increases in population and high schools multiply, it would be wise to grant county certificates of three grades—primary, grammar, and high school.

The Busy World.

Hard Fighting in Natal.

After the battles at Glencoe and Elandslaagte, both the British and Boer forces in Natal began to concentrate at Ladysmith for a decisive struggle. Gen Yule's forces made a quick movement and united with the larger force of Gen. White, the commander-in-chief, at Ladysmith. In fact the retreat was almost a rout, for all the British wounded were left with the Boers, and Gen. Symonds died of his wounds in their hands.

Gen. White gave the troops time to rest and then sought to bring on an engagement with the Free State troops, thinking to defeat them and then turn his attention to Gen. Joubert's army about forty miles away to the north. But the Free State men were too wary to permit this and by October 29 the two Boer forces were joined. In the meantime, the British had received reinforcements bringing their force up to 12,000 or 15,000 men, the Boers numbering from 17,000 to 20,000.

The battle began on the morning of October 30 when Gen. White sent a force of infantry and artillery to take up a position on the hills and clear the left flank. The position upon which the Boers had mounted guns was attacked and their force driven back several miles. The Boers appeared in great numbers and their guns had a greater range than the British guns, but this inequality was overcome by bringing up some guns from the British cruiser Powerful, which have a range of 10,000 yards. On the right the British attack was admirably delivered. The Boers' forty-pounders with which they had been throwing shells into Ladysmith were disabled, and the town was thus freed from the fear of a bombardment.

But disaster followed on the left. Battalions of the First Gloucestershire and the First Irish Fusiliers with No. 10 Mountain Battery were detached by order of Gen. White to clear the flank. The mules stampeded carrying away the reserve ammunition; then these 1,600 men were surrounded by about 15,000 Boers and after making a gallant defense surrendered. Gen. White telegraphed that the disaster was his fault; it had a most depressing effect in London, altho its ultimate effect will be to arouse greater exertions to conquer the Boers. Within a few days thousands of men will be pouring into South Africa and if Gen. White can hold out until that time a different complexion will be put upon affairs.

News from the western border gives the assurance that the British at Mafeking and Kimberley can hold their own until reinforcements arrive. Col. Baden-Powell's dispatch, "Dog killed," indicates the extent of his confidence. He has laid a railway in a complete circle around Mafeking and is running armored trains around the town ready to meet the Boers at any point.

Gen. Sir Redvers Buller, the commander-in-chief of the South African forces, arrived at Cape Town on October 30. About 21,000 men of his army corps will follow him in about a week. The Canadian contingent has sailed for South Africa, an event which has brought a protest from the French Canadians of the province of Quebec. They have even suggested secession from the Dominion.

The Patriotic Howard Family.

The kind of spirit that wins the hearts of patriotic Americans is that shown by the Howard brothers, sons of Gen. O. O. Howard, the distinguished commander of the Civil war. Lately one of the brothers, Major Guy Howard, was killed in the Philippines. On hearing of it, Capt. C. O. Howard, of Philadelphia, sent word to the secretary of war that his services were at his country's disposal. Another brother, Lieut. John Howard, has been ordered to the Philippines.

Millennial Anniversary of a Saxon King's Death.

The millennial anniversary of the death of Alfred the Great will occur in 1901, and preparations are already making both in England and America for the observance

of the event. The gathering of people in England at that time promises to be a remarkable representation of the Anglo-Saxon brotherhood from pole to pole. Many famous societies, including the Order of Colonial Dames, the Order of the Crown, the American Order of Runnymede, etc., will take part.

King Alfred was born in the Berkshire district, about Christmas, 849, and became king of Wessex, in 871. He was a soldier, an orator, a lawyer, and an architect, besides giving learning its greatest spur, encouraging the translation and preservation of many sacred and secular works. He died at the age of fifty-three and the last resting place of his remains was Winchester, where a memorial will be raised and where the celebration of the millennial anniversary will be held.

The Philippine Islands.

Repeated attacks have recently been made by Filipinos on Americans around Calamba and Angeles. A force of Americans sallied out of Calamba, October 23, and drove the rebels from their trenches, inflicting heavy loss on them.

Prof. Dean C. Worcester, of the Philippine commission, has arrived at his home in Ann Arbor, Mich. He refused to say anything regarding his report until he had seen the president. While in the islands he took about 300 photographs, many of which show the present state and methods of cultivation of the rice and sugar fields of the Philippines. These may be used in the report to show the agricultural resources of the islands.

South America's New Republic.

A republic of 200,000 square miles, or having an area four times as great as the state of New York, has suddenly arisen in the heart of South America. This is the republic of Acre, so-called from a river of the same name (a tributary of the Amazon) which flows thru it. The territory of which it is composed has long been disputed by Bolivia and Brazil without being effectively occupied by either. It is a thinly peopled region, inhabited by less than 50,000 souls who make a living principally by the collection of rubber, which grows wild in the forest in great abundance.

An adventurous Spaniard named Rodriguez Aries took it into his head to proclaim himself president of this no man's land. The new government was formally created, ministers of state appointed, and the capital fixed at Antimairi, a small hamlet, which is a depot for the shipment of rubber. The new government is no mere fiction, for it has caused no small consternation among the neighboring states, Bolivia in particular being much concerned and about to send an armed force to cause her flag to be respected in the new republic.

Admiral Dewey to be Married.

When a delegation from Nashville waited upon Admiral Dewey at Washington recently to solicit his attendance at the reception of the First Tennessee regiment that has just returned from the Philippines he declined on account of his connection with the Philippine commission, which would make it necessary for him to remain in the capital. While walking up and down the floor of the library he blushing confessed that there was another reason; he had just become engaged to marry Mrs. Hazen, the widow of Gen. Hazen and the sister of John R. McLean, the Democratic candidate for governor of Ohio.

Ferryboat Sunk by a Steamer.

Shortly after midnight on October 31, the City of Augusta, of the Savannah line, collided with the double-deck Pennsylvania ferryboat Chicago near her Cortlandt street slip. The steamship struck the Chicago near the middle almost cutting her in two and she sank in less than ten minutes. Fortunately at that hour there were only about one hundred and fifty passengers aboard the ferryboat and most of these were saved by the life boats of the Augusta and the tugs that answered the call for aid. So far the casualty list shows one person drowned and a few others missing.

Letters.

Musical Instruction in Public Schools.

I have been very much interested in the articles contributed to THE SCHOOL JOURNAL under the above caption by Mr. George Whelpton, of Buffalo. They contain many ideas and pungent criticisms in which I most heartily concur, but the prevailing tone seems to me to be a little too pessimistic. Now, there is a lot of time wasted by those who teach music in our schools—not a doubt of it. There are supervisors who know too little, and those who know too much—perhaps. There are grade teachers who make an awful mess of teaching music and who know they do. There are publishing houses who make and sell music text-books, also methods and musical pedagogy to order, so to speak, and who naturally exercise all the influence they can with supervisors that they may sell their wares and prosper.

About ward politicians—well they are not in evidence very much outside of New York, Buffalo, Chicago and a few other big and wicked cities—but in spite of these and other drawbacks, musical instruction in our schools is improving year by year and will continue to improve because the people who are interested in it, parents and teachers, do not propose to throw it out, but to change a little here and there, to correct and modify until a pedagogical method is evolved and results are good.

Mr. Whelpton suggests several points.

That children do not learn to read music in public schools, and that the introduction of music into schools marked a decline of music in our churches. That the majority of supervisors are not properly educated for their work, and that grade teachers can not teach the subject, that is, not well.

A course of study is then mapped out, but a man may be forgiven for doing this. Does not the great publishing house A have a printed course in music, likewise the great and small concerns B, C, D, and X, Y, Z? Do they not specify the songs and exercises for Monday, Tuesday, Wednesday, Thursday, and Friday, and note exactly how much theory and how much practice shall be dosed out the first year, also the second year, and the third, the fourth, the fifth and so on?

It is like a many-course dinner and indigestion afterwards. Musical dyspepsia at the age of fourteen or fifteen! Sad, isn't it? But it is so common that it is hardly noticed.

Well, if business men can tell professional men, and specialists at that, just what to do at every fifteen minute lesson day by day, and year by year, why should not independent supervisors occasionally try their own hand at making a course of instruction? They have done so. They are doing it yet. I have—but let that pass.

We supervisors of school music do not meet very often, we work alone, and are all, except a few who are afraid or lazy, inventors in a way of methods, systems, and even occasionally of physiology and psychology.

But to return to Mr. Whelpton. He writes: "There was never a time in our country when it was so difficult for churches to obtain singers for volunteer choirs as now. Not because there are not plenty of good voices, not because young people do not love to sing, but because they cannot read music. Thirty years ago the conditions were quite the reverse—the work begun by those old pioneers of music in America, Hastings, Mason, Bradbury, and Woodbury, and carried on to a higher state of development by such men as Root, Emerson, and Palmer, resulted in the dissemination of musical knowledge and culture among the masses to an extent unsurpassed, if equaled, at the present time." Well! Well! This is praise for the ancients sure enough. The country singing school was an interesting institution, and as a matrimonial agency neither the East nor the West will, I fear, ever see its equal. Harmony of hearts, and now and then harmony of voices, but for reading music, why—and I speak from

considerable personal observation of these schools both in New England and in Western states also—their efforts seldom soared beyond the singing of simple psalm tunes, or the easiest of secular songs.

Thirty years ago the music in churches outside a few city parishes of wealth and culture was simple to a degree. Octavo services and anthems were almost unknown. The usual material was a hymn book, and another book of anthems, but the hard ones that the average choir of to-day would sing at one rehearsal, were viewed with awe, and only tackled in moments of unusual daring.

Musical development including sight reading did not stop with the passing away of the singing school, or weekly conventions which were held in New York state and the West, but has kept right on—with one exception—. The smaller country towns, the small villages of Vermont, New Hampshire and of other states I presume, have gone backwards because they have dropped the singing school and have in most cases not taught their children music in the public schools. But the musical growth of our cities and larger towns during the last thirty years has been wonderful. So has been the growth in the quantity and quality of music published and imported for the use of churches and singing organizations.

Our grandparents did sing their simple tunes with vigor if not taste, and they volunteered to sing in the choir also; good Christians volunteer to sing in the choir nowadays in the country, just as people used to in cities to some extent, but conditions have changed indeed, and the lack of singers for volunteer choirs to-day is due to the laudable desire to be paid for singing. If a church choir could be made a social organization, a rallying point for social enjoyment, no doubt volunteers in many a church would be plentiful. But church goers, more and more as the years go by, require good music, good singing. That means trained voices, and it follows that these singers must be paid, and any choirmaster who can pay his singers can find plenty of good readers in nearly any city where music is taught in the schools, I am sure.

To conclude, let me say that if in a certain high school the music lovers could not read music, well, there are other high schools where the pupils can sing readily at sight. The whole educational world is thinking hard nowadays about methods, and ways, and subject matter, and if school music men and women are not in the front rank of education, please remember that music is a recent subject for public schools, and that in the natural order of things, the present confusion of ideas and ideals will disappear, and that out of apparent chaos will crystallize sound and simple methods, which will lead to good results everywhere.

FRANCIS E. HOWARD.

Bridgeport, Conn.

John Fiske's New Work.

Students of the history of our country will extend a hearty welcome to Dr. Fiske's late work on "The Dutch and Quaker Colonies in America."* Never did John Fiske write in a more charming style, with easier flow of words, or more graceful diction than in these two choice volumes. Never has he displayed a sharper knowledge of history, a broader sweep of generalization, or a more masterful knowledge of cognate literature, than in this, his latest work. Mr. Fiske's method of treatment in the history of our country is unique and very reasonable. He has given us "Old Virginia and Her Neighbors," followed by "The Beginnings of New England," and the present work is designed to be read after these two. He tells us in his preface that it is his purpose in his next book "to deal with the rise and fall of New France, and the development of the English colonies as influenced by the prolonged struggle with that troublesome and dangerous neighbor."

The ancient maps here introduced add much to the

* The Dutch and Quaker Colonies in America. By John Fiske. Two Vols., pp. 294, 400. Houghton, Mifflin & Co., 1899.

interest of the book. The author's discussion of Norumbega—the territory, the river, and the town—will be read with much interest. Mr. Fiske is inclined to believe that the river of Norumbega was the Hudson, and that the village was at the head of the bay, on Manhattan Island, while the great territory called by that name was southern New England.

His chapter on "Penn's Holy Experiment," in which he gives a graphic account of George Fox and the rise of Quakerism is entertaining, picturesque and every way effective. His account of "The Quaker Commonwealth" shows marked skill and an accurate and critical knowledge of the times. Above all, the whole work exhibits broad, generous, and statesmanlike views. It will prove to the scholars and historical students of America a valuable contribution to the history of our country.

Hyde Park, Mass.

WILLIAM A. MOWRY.

Anti-Tobacco Laws of Minnesota.

THE SCHOOL JOURNAL of July 8, contained an article entitled "Environment Versus School," by Supt. Kratz. Every teacher and superintendent who has a conscientious regard for the welfare of unfortunate pupils, and most of us have, has met Mr. Kratz's unfortunate Harry Brown. He is in every town and, sad to say, in almost every district in the whole country. What is doubly unfortunate he is a boy of wonderful influence. He is the greatest teacher of us all if you are to determine the power of teaching by success in gaining followers. He is the disciple of the Back Alley Philosophy, taught in the great University of the Slums whose faculty is legion. It is useless to pine too long and sentimentally about him. It is better to go earnestly about the matter and reach his destroyers thru well enforced legislation. I desire to give to the readers of Mr. Kratz's touching story the law that was passed in this state in 1897 almost by unanimous vote of the legislature and signed at once by the governor. It has now been in force over two years, and I am sure that in most of the towns of the state it has greatly checked the dreadful work of the cigarette and tobacco in all its injurious influence on the boys of our schools. In this town particularly I know that cigarette smoking has been reduced more than ten-fold. Some boards of education, as in this town for example, allow the statement made public that all arrests of boys found smoking will be made in the name of the board. One arrest has been made here in the two years that the law has been in force. The act will speak for itself. It is as follows:

Section I. Any person in this state who sells, gives to or in any way furnishes any cigarettes, cigars or tobacco in any form to any person under eighteen years of age, or to any minor pupil in school, college or any university, shall be punished by a fine not to exceed fifty dollars, or imprisonment in the county jail not to exceed thirty days for each offense.

Section II. Any person under eighteen years of age, or any minor pupil as described in one section of this act, who shall smoke or use cigarettes, cigars or tobacco in any form on any public highway, street alley, park or other lands used for public purposes, or in any public place of business, shall be arrested by an officer of the law who may be cognizant of the offense; and further it shall be the duty of such officer upon complaint of one citizen, to arrest such offenders and take them before the proper court. The court shall impose a punishment at its discretion in a sum not to exceed ten dollars, or imprisonment in the county jail not to exceed five days for each offense; provided, if said minor person shall give information which may lead to the arrest of the person or persons violating section one of this act in giving to, selling, or in any way furnishing said minor person any cigarettes, cigars or tobacco, and shall give evidence as a witness in such proceeding against said party or parties, the court shall have power to suspend sentence against such minor person.

Section III. Any person who harbors or grants to persons under eighteen years of age, or to minor pupils as described in section one of this act, privilege of gathering upon or frequenting any property or land held by him, for the purpose of indulging in the use of cigarettes, cigars, or tobacco in any form, shall be held in the same penalty as provided in section one of this act; provided, that no part of this act shall be so construed

as to interfere with the rights of parents or lawful guardians in the rearing or management of their minor heirs or wards within the bounds of their own private premises.

Last winter I sent out a circular letter to the superintendents of the state asking about the result of the law on the use of tobacco among the boys in the public schools, and with two or three exceptions, the report was that great improvement had been made in the matter of using tobacco. I have read the law in all the rooms of the schools in this town as low as the third grade, and asked the boys their opinion of the justice and need of such a law, and there was but one sentiment expressed, and that was that the law was good and many of them promised to give assistance in its enforcement and did. When I say that there has been but one open arrest in this town under the law, I would not be understood as claiming that the law has been violated but once, for it has been violated frequently no doubt. I say, however, that there has been a marvelous change in the matter of openly using tobacco among the school boys of the town. No boy dares to walk the street openly with a cigarette in his mouth. There would be no need of such a disgusting sight in all the state of Minnesota if every officer would do his duty. Any teacher or superintendent who has enough interest in the health and welfare of the boys to take the matter in hand can do with the help of this law a wonderful work in keeping boys from openly learning to smoke and chew. When the conscientious boy knows he is violating the law, and most of our boys are conscientious, he will feel a sense of restraint that will hold him back from doing the thing that he otherwise would do without a thought. The objection raised by some when the law was first proposed that having young boys arrested would be a bad thing, vanished when the law was once on the statute books. The boy that needs arresting for violating this law would likely need arresting on general principles, for if he is far enough gone to violate any law knowingly, he is far enough on the road to the bad to be helped by, rather than injured in character by, the restraint of an enforced law. Furthermore I have called boys to my office who have violated the law and remonstrated with them most effectively, when under the old law that only touched the conscienceless vender of the tobacco this same boy would have laughed at me for my pains taken for his good. The tobacco vender could sell to the average boy with impunity as long as the boy's trustworthiness to conceal his act was his safety, now he can no longer count on that when the boy must reveal him or take the consequences himself. The only trouble in enforcing the law that I have met with is in the case of grocers who will fill orders given to children to get tobacco for parents. This has in one or two cases complicated matters, but generally a remonstrance with the grocer will make him careful about the law.

If there is any wrong or injustice in this law I have failed from the first to see it, and as I have seen its great benefits in the schools here I can only wish that other states will soon enact similar laws. This law originated in one of our teachers' conventions and the state teachers' association thru its committee on legislation brought it before the legislature.

LYMAN H. FORD.

Owatonna, Minn.

Discussing the Partition of Samoa.

The Samoan question having passed its acute stage, it now devolved on the three powers interested (Great Britain, Germany, and the United States) to decide what shall be done with the islands. It is admitted on all sides that partition will be the only means of effecting a permanent settlement of this difficult question. Germany wants the island of Upolu, and proposes giving Tutuila, upon which Pago-Pago harbor is located, to the United States, and Savaii to the British. Great Britain will probably object to this arrangement, as Upolu is the most important island of the group, Apia, the capital, being located there.

The Dewey Arch and its Builders.

By F. W. COBURN, New York.

Dewey day is over, but the magnificent triumphal arch still remains at Fifth avenue and Twenty-fourth street. The building of this arch, in a bare month of actual working time, was so notable an achievement that it deserves all possible commemoration. The names of at least a few of the artists ought to be known to teachers and to children thruout the land. We make great account of the study of our native authors; why not of our artists? If, as now seems probable, the arch is to be perpetuated in permanent material, the names of its creators will all go down to history.

The whole structure is a standing example of what can be done under pressure by men who have been well trained. The lesson is a good one to insist upon in the class-room. These sculptors had less than six weeks in which to complete a work that ordinarily would mean six months. They were able to rise triumphantly to the occasion—tho two have since died from the effects of overwork—because they were all well educated for the work. There was no bungling or experimenting. They went straight to the heart of their problem just as a boy who has been well trained goes straight to the solution of an example in algebra. Many of them had had experience in modeling staff at the time of the Chicago fair; all were quick to discover the possibilities of the medium.

Now a word as to the general design of the arch. It is in the main a frank reproduction of the arch of Titus, still standing in Rome. It would not be a bad plan in the class-room to compare the original with the reproduction. The most obvious difference is that the New York arch is surmounted with a group. The name of the architect of the arch, Mr. Charles R. Lamb, deserves especial mention. Mr. Lamb is a member of the well-known firm of J. & R. Lamb, manufacturers of stained glass. He is one of the most prominent of the older members of the Art Students' League, of which he was at one time president. A man of great versatility, he has already attained distinction in the fields of architecture, sculpture, and painting. A better man could not have been chosen to supervise the work, for in his father's shop he early learned to direct skilled artisans. His was the directive genius of the whole production.

As every one knows, the arch as it now stands is not marble but wood. It is simply a large framework of timber, one hundred feet high and seventy feet broad; for one block north and one block south extends a colonnade. The effect of marble is obtained by the use of staff, a material composed of ordinary packing excelsior and plaster-of-paris. This is the medium which was so effectively used at Chicago in 1893.

The work of the sculptors was done for the greatest part in Madison Square Garden. Mr. Adolph Wyman, a young sculptor who assisted Mr. Niehaus, gave the writer some account of the work as it progressed.

"I was away in the country," said he, "when one afternoon in August I got a telegram from Niehaus asking me to come right in. Next morning I was in New York, overalls on, ready to begin work. I found that four other sculptors were after me, but of course I stayed with Niehaus. You know I was with him in Chicago. Mr. Niehaus had, in two weeks and a half, completed two sketches—first a little one about eighteen inches high and then a larger one about one-third the size of the group when completed. It was upon the reproduction of the latter that he set four of us to work.

"Fortunately the weather was cool or we should all have died. We began at six in the morning and were at it steadily until ten or eleven at night. Such rapid pointing off you never saw.

"Pointing off? Perhaps you don't understand the term. You know that the large figures like those in Niehaus' group have to be enlarged from a sketch made by the artist. Now there are certain points in each figure which determine the leading lines. Those points have to be obtained preliminary to building the framework of the figure.

"You know, I suppose, that the figures of the arch consist merely of a framework of sticks covered with wire gauze upon which the staff is laid. Most of them are so hollow you could

climb up into them, tho you might bump your head against slats in so doing.

The pointing off consists in getting the right direction for the pieces of timber. The line of the shoulders, for instance, is very important. A single straight stick, tilted at just the right angle allows for that. Considerable ingenuity has to be used in getting the movement of the arms. That was one of our greatest problems in this particular group. Where the leg is fairly straight, a single stick will generally serve; when it is bent, two are necessary.

"Once the skeleton framework is in position, it is hung with wire gauze. Upon this a covering of thin canvas, soaked in paint, is laid. That gives a good ground to work upon. The staff, consisting of excelsior and plaster, is heaped right on and modeled rapidly before it sets, a very lively process as you can imagine. No tyro stands any chance when modeling on staff. You must know just what you want to get, and get it quickly.

"The process of modeling the draperies is especially interesting because the sculptor has help from the folds of actual drapery. Where there is a long, sweeping robe, as in Niehaus' angel, we suspend folds of denim from the point of support and model right over them. Of course we follow as closely as possible the scheme of lines in the artist's sketch, but the denim itself suggests many charming little variations.

"The most perplexing problem in figures that are to be seen in an elevation is that of the foreshortening. The thing that looks all right on the ground will seem queer when placed in position thirty feet above you. We have to make all sorts of allowances for this deception. For instance, we make the nose shorter than it would naturally be, and we drop the eyes a little. We also make certain planes of the face very prominent. In general we have to avoid delicacy of detail. It has no value in a group that is to be seen from a distance.

"Ward's big group in the Garden just before it was carted over was a curious sight. It was all in large chunks and pieces—mere blocks that seemed almost without shape. Yet when they were put in place the effect was grand. Hardly any of the productions suffered from excess of finish. They are all, as you know, sketchy in the extreme. Ruckstuhl's *Victory* is perhaps the only one which was carried far, and there are two opinions regarding the success of that.

"While setting the figures up and putting on the finishing touches, everybody worked in overalls upon the scaffolding, master and men alike. It reminded me of descriptions I have read of medieval artists and their pupils. I was quite willing to imagine myself an assistant to Michael Angelo or Murillo. I suppose we were stared at a great deal by the crowds in the streets. Most of us, I know, were too busy to notice anything but the problems of our work."

So much for the building of the arch. In a general way the credit for the remarkable achievement is due to the National Sculpture Society. This association has done more for the advancement of the fine arts in America than any other we have, not excepting The Society of American Artists. It has promoted among sculptors a feeling of harmony and personal friendship that does not exist among the members of any other artistic craft. Without this spirit of harmony the arch could not have been successfully erected.

A few biographical notes concerning the artists employed will not be out of place. Of Mr. Lamb mention has already been made.

The main group, surmounting the whole decoration and consisting of a *Nike* (Victory) in a sea-chariot, is the work of Mr. J. Q. A. Ward, the oldest of our eminent sculptors. Mr. Ward's work is well known. In New York he is represented by *Shakespeare* and *The Indian Hunter* in Central Park; by *Horace Greeley*, at the *Tribune* building, and by *Washington*, on the steps of the sub-treasury.

At the base of the arch are four groups entitled, *The Call to Arms*, *The Combat*, *The Return*, and *Peace*.

The Combat portrays the American sailor behind the breech-loading gun. It is thus a new motif in sculpture. The sculptor is Carl Bitter, a German by birth, a graduate of the Munich academy. Mr. Bitter came into prominence thru his figures on the Administration building at the World's Fair.

Mr. Niehaus' *The Return* shows Admiral Dewey in the center. On one side is a father, on the other a mother welcoming home a sailor boy.

Peace, designed by Mr. Daniel C. French, is one of the most successful groups shown. It consists of a smith

reposing and of a young girl on the other side who is teaching a little child the lesson of patriotism. Between is a fine young soldier who has put off the military uniform and stands with his arm about his wife. She carries in her hand a lily, and over and above all is the spirit itself of Peace. This is one of the most poetic conceptions of the whole structure. Mr. French is, in respect to the poetry of art, easily the first of our sculptors. His statue of *The Republic*, at Chicago, was grand and inspiring. Still more remarkable is his *Death Staying the Sculptor's Hand*, a memorial in the Forest Hills cemetery, near Boston. He also designed the famous *Minute Man*, on the Concord battle-field.

Mr. F. Wellington Ruckstuhl, who treated *The Army*, is from St. Louis, the especial pride of the St. Louis academy. He is one of the most energetic of our younger sculptors.

Other brilliant artists concerned are George E. Bissell, author of *The Navy*, who has also contributed recently a permanent addition to New York statuary in his *Chester A. Arthur* in Madison Square park; J. J. Boyle, a young Philadelphia sculptor, who contributed the figures of *Plato* and *Bacon*; William Ordway Partridge, responsible for the spirited *Farragut*, a sculptor who is well known in art educational circles; J. Scott Hartley, son-in-law of George Inness, whose *Commodore Perry* is most picturesque and attractive.

We have in this country a large number of very able painters and sculptors. What the former can do, when given opportunity, has been shown in the Library of Congress, at Washington. The late Dewey ovation gave the sculptors a chance and they, too, rose magnificently to the occasion. The magazines and illustrated newspapers are full of reproductions of their work. Cut the pictures out and use them in your class work. Let the children know that sculpture is not one of the lost arts.

There need be no pretense about it. Martigny's *Victory* and French's *Peace* are not great art, like that of Phidias or Michael Angelo, but they are good, sincere art, and that means a great deal.

Home Study Circles.

A new and promising educational scheme has been announced by the Doubleday & McClure Company. Their idea is to meet the needs of the thousands of people who want to "get along in the world, and need either general or special knowledge to do so, by a "home study circle," whose twenty or thirty volumes will cover not only the usual school and most of the college courses, but also such special, practical subjects as commerce and finance, trade and business, art and architecture, illustrating and designing, household science, stenography and correspondence, natural science, modern governments, night school for working boys.

The books are self-explanatory and are graded to meet the needs of young and old, primary and advanced students. Prof. Seymour Eaton, of Drexel institute, has edited them, using as a foundation the successful courses published in the *Chicago Record*, whose thousands of enrolled students made the idea seem a close approximation to the Psalmist's "Wisdom crying aloud in the streets."

The best known authors, college professors and specialists have given their aid to make the enterprise a success. Among the contributors are Dr. E. E. Hale, H. W. Mabie, Edward Dowden, W. J. Rolfe, T. W. Higginson, Brander Matthews, Hiram Corson, J. C. Van Dyke, Albert Shaw, M. F. Egan, E. A. Grosvenor, N. S. Shaler and A. L. Frothingham, Jr. The first volumes, "Popular Studies in Literature," and "First Course in Mathematics" are announced for immediate publication.

The Oregon Short Line, after a summer season of remarkable activity, has become a part of the Union Pacific Overland System. The traffic of the Oregon line showed an increase of 100% over that of any previous year, and in its enthusiasm the road has issued "Where Gush the Geysers," which is designed to tempt the traveler to enter Yellowstone park by way of Monida.

The Blodgett Clock Company are placing their time system in four of the large buildings of the Massachusetts Institute of Technology in Boston. These clocks give the time to more than 1,200 students and in a portion of the plant sound signals are used for the opening and closing of exercises.

School Law.

Recent Legal Decisions.

Compiled by R. D. FISHER.

Exemption of Church School.

1. A school building erected and maintained entirely by voluntary contributions and the school which is open to all free of charge, without regard to creed, color, race, or condition, is a purely public charity and may be exempt from taxation (under Const. Art. 9, Sec. 1).

2. A convent building used solely as a residence for the teachers in a school maintained as a charity, and which is a part of the school property and is necessary for the efficient operation and management of the school, is included in the exemption of the school property from taxation as a purely public charity.

3. The fact that the legal title to the school property is in the bishop, with no declared trust in the grantee of a charitable use, so that the charity may be terminated at any time by sale of the property, does not prevent the exemption of the property from taxation while used as a charity.

(White *et al.* Trustees of St. Peter's Roman Catholic Church *vs.* Smith, Collector of Taxes. Pa. S. C., Jan. 2, 1899.)

Remission of Taxes—Mandamus.

Under Public Laws, 1884, Chap. 447, permitting the abolition of the school district system and the adoption of the town system, and requiring a tax to be levied on the whole town at the next annual assessment, and the remission to the taxpayers of each district of their proportional share of the value of the property in such district, where the assessors decline to assess the special tax and are subsequently compelled to do so by mandamus, the tax should be assessed as of the year when it should originally have been assessed, and the remission should be made to those who were then taxpayers.

(School Dist. No. 12, of Cumberland *vs.* Town of Cumberland, R. I. S. C., July 18, 1899.)

Assessment of Railroads.

Railroads cannot be assessed for graded school purposes by an assessor appointed by the school board.

(Cincinnati, N. O., etc., Ry. Co. *vs.* Commonwealth. Ky. S. C., June 17, 1899.)

Classification of Cities.

On the creation of a city of the fourth class out of a village, under the Revised Statutes (Sec 925, and Subsec. 116), which confer on the city board of education power to establish and organize such high schools as they shall deem expedient, and to establish and change school districts including all the city territory, but providing that school districts already established shall remain until otherwise ordered by the board, the board of education provided by the city charter immediately supersedes the old high school board of the village in the government of high schools therein, with the power to establish and change the high school districts, their existing boundaries being continued until the power is exercised.

(State *Ex rel.* City of South Milwaukee *vs.* Fowle *et al.* Wis. S. C. June 2, 1899.)

Powers of School Directors.

1. School directors have power to hire a teacher for an ensuing year, tho there will be a change in the membership of the board before the term begins.

2. School directors have no power to annul a contract made by them with a legally qualified teacher to teach for an ensuing year, tho their act in entering into the contract was ill-advised, and after it was made citizens objected to the teacher's employment, alleging that she was incompetent.

3. A person denying the validity of the acts of school directors at a certain meeting on the ground that an absent member was not notified of the meeting, must prove that such meeting was not a regular one.

(Splaine *vs.* School Dist. No. 122, etc. Washington, S. C., Oct. 15, 1898.)

Note: The contract was entered into for a term of nine months. On the succession of the new members of the board, but before the time the term was to commence, said board attempted to annul the contract, and employed another teacher for the school. The plaintiff tendered her services as a teacher in pursuance of the contract, but was not permitted to teach, and brought this action for damages and recovered the amount stipulated in the contract, less the sum of \$123, which she had earned elsewhere by teaching during the term covered by the contract.

Our Text-Book Makers.

Prof. Genung the Rhetorician.

Prof. John F. Genung, the author of a widely used series of rhetorical text-books, was born in 1850 near Wilseyville, a hamlet in Tioga county, New York. Until he was fourteen years old, he had merely such educational training as is obtain-

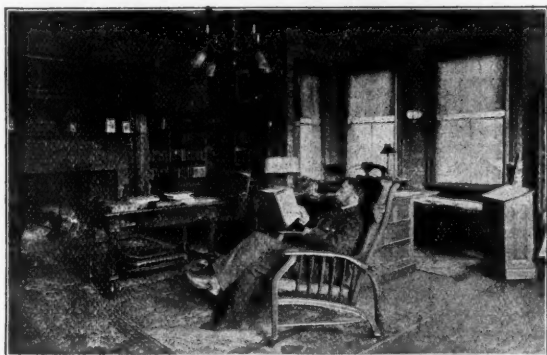


JOHN F. GENUNG,
Professor of Rhetoric at Amherst College.

able at a country district school. Afterward, his parents having moved to the county seat, he prepared for college at the old Owego academy, a school that in its day had a very honorable repute. He was graduated at Union college, in 1870. In the two years which he then spent in academic teaching his classes in English grammar and composition were always the center of special interest and success.

From 1872 to 1875 he studied theology at Rochester, and followed this course by three years activity as pastor of a church; when, having the conviction that his true call and aptitude lay in the teacher's class-room, he sailed for Europe to devote himself to further study, and matriculated at the University of Leipzig.

During the three years passed at this place his study was in two main subjects: Old Testament interpretation and English literature; the former pursued largely at the desire of the teachers who had known him best, the latter from a dominant natural bent. Having in 1881 taken the degree of Doctor of Philosophy at Leipzig, he returned to America and was called in 1882 to the chair of rhetoric in Amherst college, which position he has occupied ever since. • It is in connection with his work at Amherst, and for the most part in the hours of extra time



Prof. Genung in his Study.

snatched from the exacting duties of a crowded department, that his text-books and his works on more general literary subjects have been written.

In the preparation of his rhetorical works Professor Genung has always regarded his studies in Biblical exegesis to have been no alien element but rather a direct aid, and, tho some-

what uncommon, of the highest value, whether in the study of Hebrew or of other literature, whether expositively or con-



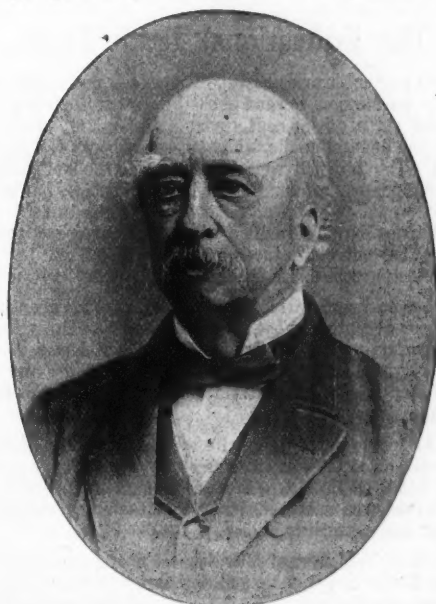
Prof. Genung in his Recitation Room, with Section of one of his Classes.

structively, the same principles obtain; it is exegesis, tho applied to his own language rather than to a foreign tongue. To this fact he believes much of the success of his books is due.

The thoro patient analysis, the scientific classification and clearness, the conviction that the literary art, like every other, has its accurate and exacting technique which will not bear to be cheapened or made too facile, have been developed and established at the feet of some of the greatest exegetical teachers in two hemispheres; while further, his constant activity in writing, lecturing and publication has at every step been used as a means of treating rhetoric as a living and breathing art, and suffering no principle to go as mere theory, or to be enunciated without thoro testing and exemplification. Thus his works have come not as a manufacture but as a growth; they have arisen from the solid and verified results of his practice no less than of his study.

The Late William H. Appleton.

The career of William H. Appleton is the history of the distinguished publishing house of D. Appleton & Company. The publisher who died on Oct. 19, 1899, was the son of Daniel Appleton who entered the business of bookselling in New York in 1825. William became his father's clerk and was gradually given increasing responsibility in the conduct of the business. In 1831



the house of Appleton published its first book, "Crumbs from the Master's Table" of which 1,000 copies were sold.

In January, 1838, the young man was taken into partnership with his father, and the firm assumed the familiar title of Daniel Appleton & Company, the name always used in accordance with the request which the founder made of his son when he retired from business in 1848. The development of a substantial house proceeded rapidly with the publication of books in many fields. The American Cyclopaedia was a production of the uneasy years preceding the civil war. Text-books of high character have been published at frequent intervals and the output of books admirably suited for supplementary reading has reached large proportions. These books of serious and patriotic temper have been characteristic of the personal traits of the members of the firm, and particularly of William H. Appleton whose hand has been evident in the policy and more important publishing ventures.

The part which Mr. Appleton took personally in laboring for international copyright was most active and honorable. There is probably no one living whose relation to this long struggle has been more intimate. His long championship of the cause of honest books was recognized by his brother publishers in his election as the first president of the American Publishers' Copyright League in 1887. Mr. Appleton's activity was not limited to his publishing interests. He had a share in the conduct of many social, financial and philanthropic institutions.

The educational world owes much to the sagacity and energy displayed so untiringly by Mr. Appleton. Tho deprived himself of a formal training he was so thoroly in touch with modern thought that he was able to contribute largely to scholastic literature the stimulus of wholesome books skilfully adapted to the needs of the student in school and college.

Professor Frye in Cuba.

At the request of General Brooke the secretary of war has sent Prof. Alexis E. Frye to Havana to establish a system of education. He goes to Havana as director of public schools and has been authorized to organize a public school system. President Eliot, of Harvard, is quoted as saying, in a letter to the department, that he knows of no better equipped man for this peculiar field. "Professor Frye," he writes, "is enthusiastic over the possibilities of great success in Cuba. He has secured the pledges necessary to enable him to erect six school buildings in the island. I have no doubt that if left free to do the work there he would not stop until he had built a school-house in every village and town in Cuba."

Professor Frye is a graduate of the Chicago normal school and of Harvard university, with the degree of master of arts. He is also a graduate of the Harvard law school and a member of the Massachusetts bar. He has taught every grade from the primary thru the high school, has been a teacher of methods in the Chicago normal school, superintendent of schools in Colorado, and has delivered more than 1,500 lectures on educational subjects in almost every state in the Union. His geographies have been translated into Spanish, and are authorized texts in the schools of Porto Rico.

The Educational Trade Field.

Several public libraries have petitioned the post-office department for permission to send books by mail to their patrons at publishers' rates, or one cent a pound, instead of at the rates charged the general public, which on bound books is eight cents a pound. The point is well taken that "the low publisher's rate was invented, not for the profit of publishers, but of readers." It would only be necessary for the department to rule that libraries having regular subscribers are news agencies, and then they can claim the benefit of the law without detriment to the purpose of its framers.

A statue commemorating the late Baron von Faber has recently been accepted by the grateful citizens of Stein, Bavaria, where the factories of the famous lead pencil house of A. W. Faber have been in operation for nearly a century and a half. Baron Faber died in 1896 after acting as director of his firm for more than sixty years.

Mrs. Josephine Barnes, the wife of Gen. Alfred C. Barnes, the vice-president of the American Book Company, died on Oct. 25, at her home in Brooklyn, after an illness of several months. Mrs. Barnes was active in many charitable undertakings. A daughter and a son survive her.

Supt. H. O. R. Siefert, of Milwaukee, has prepared an excellent book of *Choice Songs*, arranged for three parts, soprano, alto, and base. As the lack of tenors is one of the great difficulties in attempting four-part songs, this plan ought to find much favor. The songs are especially well adapted for high schools and the upper grammar grades. The selection was admirable. The music is good thruout. Butler, Sheldon & Company (New York, Philadelphia, and Chicago) are the publishers.

Mr. James H. McInnes, the popular representative of Butler, Sheldon & Company, has been honored by a renomination for membership to the municipal assembly from the Eighteenth Assembly district. Alderman McInnes has been a valuable aid in securing legislation at Albany in the interest of teachers. He is a graduate of public school No. 11, and has always felt a grateful interest in the public school system.

His wide acquaintance at Albany made possible the securing of many votes for the Ahearn salary bill. He introduced this measure in the municipal assembly in order that the city might go on record as favoring the bill. It was at his personal solicitation that Senator Marshall took charge of the pension bill

in the assembly when the senator was a member of the lower house.

Mr. James S. Barens, well-known in educational trade circles, has formed a law partnership at Terre Haute, Ind., with William Tichener, Esq., and will enter upon the responsibilities of his new profession in October. Mr. Barens has been a member of the Werner Company, of Clarke, Barens & Company, and of the Globe Publishing Company. His book, "The Science of Selling," is an authority on the subject of salesmanship. It contains the results of an unusually varied experience in the handling of literary goods.

Mr. B. F. Sturdevant, the general manager of the Densmore Typewriter Company, has returned from a trip to Europe where several weeks were spent in pleasure and in business pursuits. He is of the opinion that the Paris exposition will not be seriously affected by Anglo-Saxon sentiment in respect to the Dreyfus affair.

Supply Regulations in Kansas.

A circular prepared by State Supt. Nelson, of Kansas, states the cost of globes, charts and school-room furniture recently adopted by the state text-book commission. The Globe Series of Wall Maps range in price from \$1.50 to \$10; the Columbia Series in a group of seven, \$31.50. A blackboard map of Kansas costs \$2, globes from \$2 to \$30, according to size; relief maps cost \$5 each or seven for \$30. The Primer Language Series with stand and teacher's manual will cost from \$11 to \$30. Erasers will cost 48 cents a dozen, and crayon from 9 to 80 cents a gross. Record books for school boards and teachers range in price from 45 cents to \$1.50. Single desks cost from \$1.60 to \$2.10, double desks from \$2.10 to \$2.70, teachers' desks from \$5 to \$21 and chairs from \$2 to \$7. Bookcases adopted range from \$6 to \$20. Kindergarten sets range from \$2.50 to \$5. The new state law makes it unlawful for any firm incorporated outside the state to sell books or school-room furniture to Kansas common and high schools. A heavy penalty attaches to both the firm and the district officers who purchase. Supplies can be had only from the firms to whom the text-book commissioner has awarded the contracts.

Gustav E. Stechert.

In the death of Gustav E. Stechert on Sept. 25, the book world lost a genial and experienced contributor to its dignity and efficiency. Mr. Stechert was born Aug. 6, 1840, at Potsdam, Prussia, the son of a master bookbinder to whom he became an apprentice at an early age. Ambitious dreams led the boy into the career of a bookseller in West Prussia. His close attention to details was observed by a Leipzig commission house for whom he acted as agent and by this means he came to New York at the close of the Civil war as an employee of the house of B. Westermann & Co. With this firm he continued till 1872, when he decided to establish himself independently as an importer.



The house of Stechert & Wolff began its work on Bond street. Mr. Wolff retired from this connection in 1876 and the business continued under the firm-title of G. E. Stechert. On his visit to the Fatherland in 1872, Mr. Stechert started a branch office in Leipzig. Branches were established in London in 1884 and in Paris during 1892. The system thus made possible has en-

abled Mr. Stechert to serve libraries and colleges with remarkable success.

Unceasing energy brought a rapid expansion and his business was successively located at 828 Broadway, 810 Broadway, and 6 East 16th street. Mr. Stechert admitted to partnership in 1897 Mr. Alfred Hafner, who is now in charge of the business, after a connection with it of ten years. The firm name was not altered in 1897 nor will there be a change at this time; it remains G. E. Stechert, as a tribute to a successful lover of books and a man of winning personality.

Mr. Stechert had an active share in the early missionary endeavors of the American Library Association and was also a member of the Germania club, of Brooklyn, the Arion and Liederkranz singing societies, and of the American Museum of Natural History. His sudden death was a shock to his extensive clientele and to a circle of devoted friends.

A Notable Supply House.

Successive annexes in the years 1886, 1896, and 1899 are the best possible evidence of the substantial growth of Eimer & Amend. Their ample building at the corner of Third avenue and Eighteenth street, is again being added to, that new departments may be provided for. In the past years the firm has developed an extensive business in chemical apparatus and in wholesale drugs and chemicals. Many school and college laboratories have been equipped with instruments from this house and the relations

School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

Teachers' Grade Table.

For finding the daily average of recitations for any number of days from two to twenty-five, Mr. D. S. Burleson, has devised a "Teachers' Grade Table."

For using the table, the explanation accompanying the table suggests that teachers (1) grade on a scale of ten in the daily grade book; (2) that they record only *minus* grades or complements of the true grades; i. e., the difference between the true grades and 10; e. g., if A's grade in arithmetic is 8, record 2; if 8.5, record 1.5; if 7.5, record 2.5, etc. (3) The vertical columns, marked "M. G." (see specimen page), are the sums of the minus grades, there being three columns instead of one for convenience. (4) Each of the horizontal lines has two rows of figures, the row above in small figures being the number of days; and the row below, in larger figures, the corresponding grades.

M.G.													M.G.													M.G.																								
21	3	4	5	6	7	8	9	10	11	12	13	14	21	14	15	16	17	18	19	20	21	22	23	24	25	21	14	15	16	17	18	19	20	21	22	23	24	25												
	30	47.5	58	65	70	73.7	76.7	79	80.9	82.5	83.8	84.3	21	85	86	86.9	87.6	88.3	88.9	89.5	90	90.4	90.9	91.2	91.6	21	85	86	86.9	87.6	88.3	88.9	89.5	90	90.4	90.9	91.2	91.6												
22	3	4	5	6	7	8	9	10	11	12	13	14	22	14	15	16	17	18	19	20	21	22	23	24	25	22	14	15	16	17	18	19	20	21	22	23	24	25												
	26.7	45	56	63.3	68.5	72.5	75.6	78	80	81.7	83.1	84.3	22	84.3	85.3	86.2	87.1	87.8	88.4	89	89.5	90	90.4	90.8	91.2	22	84.3	85.3	86.2	87.1	87.8	88.4	89	89.5	90	90.4	90.8	91.2												
23	3	4	5	6	7	8	9	10	11	12	13	14	23	14	15	16	17	18	19	20	21	22	23	24	25	23	14	15	16	17	18	19	20	21	22	23	24	25												
	23.3	42.5	54	61.7	67.1	71.2	74.4	77	79	80.8	82.3	83.6	23	83.6	87	85.6	86.5	87.2	87.9	88.5	89	89.5	90	90.4	90.8	23	83.6	87	85.6	86.5	87.2	87.9	88.5	89	89.5	90	90.4	90.8	91.2											
24	3	4	5	6	7	8	9	10	11	12	13	14	24	14	15	16	17	18	19	20	21	22	23	24	25	24	14	15	16	17	18	19	20	21	22	23	24	25												
	20	40	52	60	65.7	70	73.3	76	78.1	80	81.5	82.8	24	82.8	84	85	85.9	86.7	87.4	88	88.6	89.1	89.6	90	90.4	24	82.8	84	85	85.9	86.7	87.4	88	88.6	89.1	89.6	90	90.4	90.8	91.2										
25	3	4	5	6	7	8	9	10	11	12	13	14	25	14	15	16	17	18	19	20	21	22	23	24	25	25	14	15	16	17	18	19	20	21	22	23	24	25												
	37.5	50	58.3	64.3	68.7	72.2	75	77.2	79.2	80.8	82.3	83.6	25	82.1	83.3	84.4	85.3	86.1	86.8	87.5	88.1	88.6	89.1	89.6	90	25	82.1	83.3	84.4	85.3	86.1	86.8	87.5	88.1	88.6	89.1	89.6	90	90.4	90.8	91.2									
26	3	4	5	6	7	8	9	10	11	12	13	14	26	14	15	16	17	18	19	20	21	22	23	24	25	26	14	15	16	17	18	19	20	21	22	23	24	25												
	35	48	56.7	62.8	67.5	71.1	74	76.3	78.3	80	81.5	82.8	26	81.4	82.7	83.7	84.7	85.6	86.3	87	87.6	88.2	88.7	89.2	89.6	26	81.4	82.7	83.7	84.7	85.6	86.3	87	87.6	88.2	88.7	89.2	89.6	90	90.4	90.8	91.2								
27	3	4	5	6	7	8	9	10	11	12	13	14	27	14	15	16	17	18	19	20	21	22	23	24	25	27	14	15	16	17	18	19	20	21	22	23	24	25												
	32.5	46	55	61.4	66.2	70	73	75.4	77.5	79.2	80.8	82.3	27	80.7	82	83.1	84.1	85	85.8	86.5	87.1	87.7	88.3	88.7	89.2	27	80.7	82	83.1	84.1	85	85.8	86.5	87.1	87.7	88.3	88.7	89.2	89.6	90	90.4	90.8	91.2							
28	3	4	5	6	7	8	9	10	11	12	13	14	28	14	15	16	17	18	19	20	21	22	23	24	25	28	14	15	16	17	18	19	20	21	22	23	24	25												
	30	44	53.3	60	65	68.9	72	74.6	76.7	78.5	80	81.5	28	80	81.3	82.5	83.5	84.4	85.3	86	86.7	87.3	87.8	88.3	88.8	28	80	81.3	82.5	83.5	84.4	85.3	86	86.7	87.3	87.8	88.3	88.8	89.2	89.6	90	90.4	90.8	91.2						
29	3	4	5	6	7	8	9	10	11	12	13	14	29	14	15	16	17	18	19	20	21	22	23	24	25	29	14	15	16	17	18	19	20	21	22	23	24	25												
	27.5	42	51.7	58.5	63.7	67.8	71	73.7	75.8	77.7	80	81.5	29	79.3	80.7	81.9	82.9	83.9	84.7	85.5	86.2	86.8	87.4	87.9	88.4	29	79.3	80.7	81.9	82.9	83.9	84.7	85.5	86.2	86.8	87.4	87.9	88.4	88.9	89.4	89.9	90.4	90.8	91.2						
30	3	4	5	6	7	8	9	10	11	12	13	14	30	14	15	16	17	18	19	20	21	22	23	24	25	30	14	15	16	17	18	19	20	21	22	23	24	25												
	25	40	50	57.1	62.5	66.7	70	72.8	75	76.9	80	81.5	30	78.6	80	81.2	82.4	83.3	84.2	85	85.7	86.4	86.9	87.5	88	30	78.6	80	81.2	82.4	83.3	84.2	85	85.7	86.4	86.9	87.5	88	88.5	89	89.5	90	90.4	90.8	91.2					
31	4	5	6	7	8	9	10	11	12	13	14	15	31	14	15	16	17	18	19	20	21	22	23	24	25	31	14	15	16	17	18	19	20	21	22	23	24	25												
	22.5	38	48.3	55.7	61.2	65.6	69	71.9	74.2	76.2	80	81.5	31	77.8	79.3	80.6	81.8	82.8	83.7	84.5	85.2	85.9	86.5	87.1	87.6	31	77.8	79.3	80.6	81.8	82.8	83.7	84.5	85.2	85.9	86.5	87.1	87.6	88.1	88.6	89.1	89.6	90	90.4	90.8	91.2				
32	4	5	6	7	8	9	10	11	12	13	14	15	32	14	15	16	17	18	19	20	21	22	23	24	25	32	14	15	16	17	18	19	20	21	22	23	24	25												
	20	36	46.7	54.3	60	64.4	68	70.9	73.3	75.4	80	81.5	32	77.1	78.7	80	81.2	82.2	83.2	84	84.8	85.4	86.1	86.7	87.2	32	77.1	78.7	80	81.2	82.2	83.2	84	84.8	85.4	86.1	86.7	87.2	87.7	88.2	88.7	89.2	89.7	90.2	90.7	91.2				
33	5	6	7	8	9	10	11	12	13	14	15	16	33	14	15	16	17	18	19	20	21	22	23	24	25	33	14	15	16	17	18	19	20	21	22	23	24	25												
	34	45	52.8	58.7	63.3	67	70	72.5	74.6	80	81.5	33	76.4	78	79.4	80.6	81.7	82.6	83.5	84.3	85	85.7	86.2	86.8	87.3	33	76.4	78	79.4	80.6	81.7	82.6	83.5	84.3	85	85.7	86.2	86.8	87.3	87.8	88.3	88.8	89.3	89.8	90.3	90.8	91.3			
34	5	6	7	8	9	10	11	12	13	14	15	16	34	14	15	16	17	18	19	20	21	22	23	24	25	34	14	15	16	17	18	19	20	21	22	23	24	25												
	32	43.3	51.4	57.5	62.2	66	69	71.7	73.8	80	81.5	34	75.7	77.3	78.7	80	81.1	82.1	83	83.8	84.5	85.2	85.8	86.4	86.9	34	75.7	77.3	78.7	80	81.1	82.1	83	83.8	84.5	85.2	85.8	86.4	86.9	87.4	87.9	88.4	88.9	89.4	89.9	90.4	90.9	91.4		
35	5	6	7	8	9	10	11	12	13	14	15	16	35	14	15	16	17	18	19	20	21	22	23	24	25	35	14	15	16	17	18	19	20	21	22	23	24	25												
	30	41.7	50	56.2	61.1	65	68.1	70.8	73.1	80	81.5	35	75	76.7	78.1	79.4	80.5	81.6	82.5	83.3	84.1	84.8	85.4	86	35	75	76.7	78.1	79.4	80.5	81.6	82.5	83.3	84.1	84.8	85.4	86	86.5	87	87.5	88	88.5	89	89.5	90	90.5	91	91.5		
36	5	6	7	8	9	10	11	12	13	14	15	16	36	14	15	16	17	18	19	20	21	22	23	24	25	36	14	15	16	17	18	19	20	21	22	23	24	25												
	28	40	48.5	55	60	64	67.2	70	72.3	80	81.5	36	74.3	76	77.5	78.8	80	81.1	82	82.9	83.6	84.3	85	85.6	36	74.3	76	77.5	78.8	80	81.1	82	82.9	83.6	84.3	85	85.6	86.1	86.6	87.1	87.6	88.1	88.6	89.1	89.6	90.1	90.6	91.1		
37	5	6	7	8	9	10	11	12	13	14	15	16	37	14	15	16	17	18	19	20	21	22	23	24	25	37	14	15	16	17	18	19	20	21	22	23	24	25												
	26	38.3	47.1	53.7	58.9	63	66.3	69.2	71.5	80	81.5	37	73.6	75.3	76.9	78.2	79.4	80.5	81.5	82.4	83.2	83.9	84.6	85.2	37	73.6	75.3	76.9	78.2	79.4	80.5	81.5	82.4	83.2	83.9	84.6	85.2	85.7	86.2	86.7	87.2	87.7	88.2	88.7	89.2	89.7	90.2	90.7	91.2	
38	5	6	7	8	9	10	11	12	13	14	15	16	38	14	15	16	17	18	19	20	21	22	23	24	25	38	14	15	16	17	18	19	20	21	22	23	24	25												
	24	36.7	45.7	52.5	57.8	62	65.4	68.3	70.8	80	81.5	38	72.8	74.7	76.2	77.6	78.9	80	81	81.9	82.7	83.5	84.2	84.8	38	72.8	74.7	76.2	77.6	78.9	80	81	81.9	82.7	83.5	84.2	84.8	85.3	85.8	86.3	86.8	87.3	87.8	88.3	88.8	89.3	89.8	90.3	90.8	91.3
39	5	6	7	8	9	10	11	12	13	14	15	16	39	14	15	16	17	18	19	20	21	22	23	24	25	39	14	15	16	17	18	19	20	21	22	23	24	25												
	22	35	44.3	51.2	56.7	61	64.6	67.5	70	80	81.5	39	72.1	74	75.6	77.1	78.3	79.5	80.5	81.4	82.3	83	83.7	84.4	39	72.1	74	75.6	77.1	78.3	79.5	80.5	81.4</																	

springing from these commissions have led the firm to add a department of microscopes and spectroscopes with their accessories. These instruments will be displayed on the first floor of the new annex fronting on Eighteenth street.

The second floor will be given over to glass blowing. Here the glass is received in tubes of various diameters and is fashioned into forms in accordance with drawings and specifications from instructors. Stock patterns are used, but the larger part of the glass blowing is done in response to special commissions. The seventh floor will hold a model laboratory designed for the instruction of both commercial chemists and schoolmen.

The building when completed will occupy a ground plot 74x123 and will rise uniformly to a height of seven stories. The most modern fireproofing has been used, for a fire in a chemical establishment would be more than a personal disaster. The building is equipped with its own power plant, the cost of which has so far reached \$30,000. By this means heat, light, and power is supplied to every department and the house thus becomes independent of outside aid. The structure is a striking testimony to the exercise of business sagacity in the field of chemical supplies and apparatus.

EXAMPLE: Suppose, at the end of the period—week, two weeks, or month—we wish to find the daily average grades. Take "A" in grammar. We wish to find his general average for two weeks. We find from our grade-book that the sum of the minus grades is 17, and that he has attended ten days; look down one of the three vertical columns, marked "M. G.," until you find 17; then look across horizontally until you find 10 in small figures, and in the same space is the grade 83. Again, find the grade for 19 days and 39 minus grade; find 39 in a vertical column, and 19 in small figures in a horizontal column and the grade is 79.5, etc. If one has a fraction in the sum of the minus grade, as 41.4, drop the fraction or find the difference between the grades for 41 and 42; take .4 of it and add to the grade for 41. It is, however, unnecessary to be so precise, but one can easily make the correction for fractions mentally.

The table is published by E. L. Kellogg & Company.

Terra-cotta Decorations.

The art of decoration has found a new ally. Terra-cotta has long been a staple building material but its adaptability to the impress of a mold and the variation in tint possible with skillful

mixing are the result of recent experiments. Symbolical designs produced by the Conkling-Armstrong Company have attracted much attention recently by reason of their adaptability to the decorative needs of a school building.

The designs usually come from the architect as he works out the details of his general conception. The artist in terra-cotta proceeds as tho he were working in wood or stone rather than composition, by tracing the design on a material from which the mold may be cast. This mold becomes in most instances a stock pattern, tho many architects guard jealously their decorative ideas and specify the breaking of the mold after the first perfect figure has been struck and placed in its niche. Molds, can

produce only bold faces and undercutting thus becomes a complementary process.

The shades of clay brought to the factory from the quarries may be mingled as tho they were pigments, producing an infinite range of tints in gray, buff, and red. A gray flecked with black gives so well the effect of granite that architects and builders are often deceived. The material comes from the mill damp and pliable. It is pressed skilfully into the mold and hardens there while subject to great pressure. The durability of this product equals that of sandstone under like climatic conditions.

The Conkling-Armstrong Terra-cotta Company has within the



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past four years contracted with a large number of school boards in the Eastern states. Mouldings and panels from their designs have relieved the severe effect of the facade of the Paul Revere school, in Boston. Grammar school No. 7, in Baltimore, is dignified by a portal of graceful contour. More distinctly exterior decorative effects may be seen in the Mt. Vernon, N. Y., high school, the Bedford park school, in New York city, the Ames, in Dedham, Mass., Elkton high school, Maryland, third ward school, in Washington, D. C., the Canton school, in Washington Co., Pa., and the Tarentum and Campbell schools, in Philadelphia.

Symbolic figures in terra-cotta surround the vestibule of the American Baptist Publication Society's building, in Philadelphia. They are part of the decorative scheme produced by this firm and would be even more appropriate if placed above the doors of a school. (Conkling-Armstrong Terra-cotta Company, Philadelphia.)

A Globe Showing Ocean Depths.

On the common school globe but one-quarter of the surface is of interest, the other three-quarters being a monotonous and vacant space colored blue to represent water. But the "Deep Sea Globe" shows the characteristics of the earth below the water surface. The varying depths of the ocean bed are indicated by shades of the coloring and nearly 500 soundings are given in figures. The white next to the coast line indicates the continental shelf or depths of 600 feet. Next to this is a light shade



of blue indicating depths of 6,000 feet, then a darker shade indicating depths of 9,000 feet, successively darker shades for 12,000, 15,000, and 18,000 feet and the darkest shade represents ocean depths greater than these. All islands, however small, are surrounded by a ring of white which makes them easily distinguishable. The figures show soundings, while not obtrusive, are easy to read. In the Deep Sea Globe may be found the first application of a unique idea. (The A. H. Andrews Company, Chicago.)

Another unique appliance from the same house is the "Jones Model of the Earth," which represents the earth in relief, showing the land surface, the forms of continents under water and the ocean bed. The composition used is practically indestructible. The only twenty inches in diameter it is the earth accurately represented in miniature. It has been very generally adopted by schools and colleges for purposes of demonstration.

Waste Pokes for School-Rooms.

Two clever young women of Warsaw, Indiana, have invented the "waste poke" as a substitute for the waste basket so essential in school furnishing. The poke is manufactured and sold by its inventors in three sizes and three materials, muslin, drill, and duck. The "pokes" are meeting with favor among boards of education in the Central states, for they are admirably adapted to the needs of school children. They may be used in offices, as an adjunct to the sewing machine or closet door in the home but are most useful when attached to the side of school-room desks,

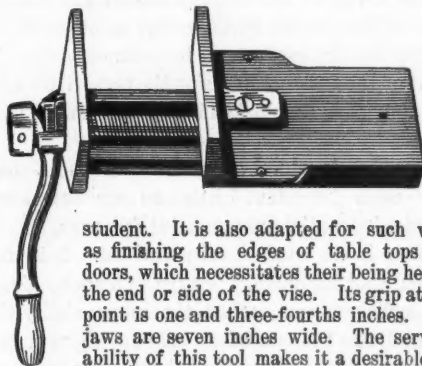
for both teacher and pupils. The growing use of pencil pads in the place of slates makes an individual paper receptacle a school-room necessity. This device teaches orderliness, stops



the running to or passing of the waste basket, keeps the floor clean from paper, pencil whittlings, and litter of all kinds, and has also proved to be a noiseless holder for pencils and rules. The teacher and janitor find themselves relieved of unnecessary disturbance and worry thereby. (Hess & Curtiss, Warsaw, Indiana.)

Wood-Worker's Handy Vise

The Sheldon Wood-Worker's Vise is designed to meet the requirements of all wood-workers and is especially adapted to students and manual training work. The thrust of this vise is a full three-sixteenths of an inch and this thrust can be taken up by giving the handle a one-half turn. Its weight is twenty pounds and it is so constructed as to stand the abuse of the inexperienced



student. It is also adapted for such work as finishing the edges of table tops and doors, which necessitates their being held at the end or side of the vise. Its grip at this point is one and three-fourths inches. The jaws are seven inches wide. The serviceability of this tool makes it a desirable device. (Orr & Lockett Hardware Company, Chicago.)

Scientific Apparatus and Collections.

A valued contributor to THE SCHOOL JOURNAL who has been a successful teacher of the natural sciences for many years desires to dispose of a large amount of physical apparatus, also unusually fine collections of minerals and shells. The material is especially suited for college and academy work in the sciences. The physical apparatus is in excellent working condition. It includes a fine lever air pump with automatic valves, large and small receivers, hemisphere, vacuum fountain, etc., an instrument, in short, for doing work requiring the minutest accuracy. There are for teaching heat and its effects a Crookes rotator and vacuum, ring and ball, pyrometer with bars for electric connection, tube and clamps for boiling, etc.; for optics, several discs for rotation, fine projection, lantern with lime burner, two sets of absorption tubes, and several hundred slides, all scientific in character; also a complete set of apparatus for the study of electricity. The cabinet of minerals is as useful a set for practical purposes as has ever been brought together, including everything needed for teaching geology and mineralogy. Of the shells there are about 700 in all, many of them rare, but with most of the common varieties as well. Those wishing further particulars may obtain them by addressing the editor of THE SCHOOL JOURNAL, 61 East 9th St., New York city.

• New issues of the catalogs of James A. Jenkins in the departments of French literature and of educational books in French, Spanish, German, and Italian have just appeared.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING NOVEMBER 4, 1899.

A Dangerous Precedent.

The Manhattan board of education this week approved the report of its committee on high schools recommending the striking from the supply list of seven text-books published by Henry Holt & Company. The reason given is that the *Educational Review*, published by that house, made the libelous charge that the majority of the members of the board were held together "by the cohesive power of public plunder." Wishing to make perfectly sure that the action would not deprive the schools of absolutely necessary tools, the committee asked the opinion of the superintendents, who reported that there are books easily obtainable from other publishers which are in all respects as well adapted to the use of the schools as those stricken from the list.

Thus it appears that precautions were taken to protect the interests of the public and the pupils, while administering punishment to the publishers of the *Educational Review*. Yet it remains a question whether the cutting off of Professor Remsen's "Introduction to the Study of Chemistry," for instance, ought to have been done on the advice of the borough superintendents alone. This book at least of the seven enjoys an unusually high place among the American texts for science study. The judgment of the instructors using the proscribed books should certainly have been asked before the drastic measure was taken.

The attack made by the editor of the *Educational Review* upon President Little and his associates on the board of education was uncalled for, rash, and wholly out of place in an educational periodical. It is further admitted that the apology printed in a succeeding issue was not sufficient, and lacked the magnanimity that should characterize the educator's acknowledgment of an error. And yet all this ought not to be accepted as an excuse for an equally narrow-hearted action on the part of the board.

It is unfortunate that the publishers are made to suffer for the indiscretion of the editor. It is a calamity that the punishment inflicted establishes a dangerous precedent for public servants, in that it declares a boycott for redress of personal injuries in which the public at large is not concerned.

Thanksgiving Season.

The central thought of school work in the month of November is to be found in the messages of Thanksgiving day. It is well and good to talk of turkeys and pumpkins and cranberries and apples and nuts and all the other good things that appeal especially to the material nature of children at this season. But we must not let the spirit starve.

The great lesson to be brought home to the child heart is the richness of the blessings which are his. Even the youngest citizen in the school-room can be made to appreciate this. Nor must the teacher rest satisfied with

the awakening of a sense of gratitude. There must be practical results. God has provided bountifully for all. If there are rich and poor, there are in that fact afforded many opportunities for the development of a spirit of mutual charitable helpfulness. Those who have more than they need have also the duty of aiding their less favored brothers and sisters.

The Blessedness of Giving.

In many schools the children are asked to bring a few potatoes or some other article, which even the very poorest can contribute without hardship. In this way, a large amount of material is collected, which is then turned over to the needy ones. There is a golden lesson in this annual donation party. But be sure to have a plan that will make it possible for every little one to give something. Do not deprive a single child of this joy.

And one other point: remember that this giving is done for its educational value. The school is not expected to resolve itself into a charity organization. Hence the caution: specify just what the children are to bring, and also how much, so that the gifts of the well-to-do may not sting the sensitive poor.

The teacher who has listened close to the beat of the child heart, will know what to do with these suggestions. What will you do this year? The editor hopes to hear from many.

The Rhode Island Institute of Instruction held its fifty-fifth annual meeting at Providence last week. About 1,500 teachers were in attendance. Dr. Arnold Tompkins, of Illinois; Secretary Frank A. Hill, of Massachusetts; Supt. Edward G. Ward, of Brooklyn; President Tucker, of Dartmouth; and other prominent educators were present from abroad; and the meeting proved a highly profitable one in every respect. A fuller report will appear in a later number, together with accounts of the New York and Massachusetts meetings of superintendents.

The well-known sermon on the Message to Garcia contains the sentence: "My heart goes out to the man who does his work when the boss is away as well as when he is at home." This recalls the words of the principal of the high school at Binghamton years ago. To a group of teachers near him at the state association he said: "The great thing I have done is to induce the boys to do as well or better when I am out of the room than when I am present."

A novel plan has been proposed to the Cambridge school board by Prof. Paul H. Hanus, of Harvard university, by which a number of Harvard and Radcliffe students from the educational courses will be permitted to teach in the local schools for practice, and in return for the courtesy an equal number of Cambridge school teachers will be admitted to a course in Harvard or Radcliffe. This is an excellent plan. Mr. Hanus is one of the most level headed university professors of pedagogy in this country, and enjoys the distinction of having come to his chair with a successful and comprehensive practical experience in teaching.

The Educational Outlook.

Giving Sight to the Blind.

A wise beneficence has saved to the world of thought and beauty another young girl whose nature is no less gentle and refined than that of Helen Keller. Linnie Hagewood was born in Iowa almost twenty years ago, and till her fourteenth year the child was almost helpless, physically, mentally, and morally. She could scarcely walk and knew only about 300 words. Her one accomplishment was to use her long, shapely fingers in knitting, sewing, and crocheting.

Her awakening began at the Vinton, Iowa, school for the blind, but slight advance was made till Miss Dora Donald became her constant companion. Miss Donald had been a teacher in the school, and her uninterrupted services were secured thru the affectionate interest of the citizens of Vinton. Her first concern was to strengthen the child's weak body. Slowly the blind girl gained control of her muscles and limbs till she could stand on her feet. To-day she can follow a number of complicated gymnastic exercises and is healthy and strong. Her marked skill with the oars was gained in a single afternoon, in spite of the natural timidity of the blind.

It was more difficult to rouse her to mental activity. The deadening influence of the long years of silence are not yet utterly shaken off. The girl had and still has a struggle to conquer the desire to yield to the old feeling of helplessness and indifference, but she is brave. "I must try," she says again and again, and there is inexpressible pathos in her face when she speaks of this old helpless feeling as her "tempter."

Linnie Hagewood resembles her better known prototype only in disposition. She is practical and mechanical, and possesses no trace of the imaginative temperament which brings to Helen Keller such keen intellectual enjoyment. Her acute senses have made her proficient in sewing and precocious in many other directions. Her delicate fingers, placed within her teacher's mouth, have learned accurately the position of the lips, tongue, and teeth when emitting the sounds of the vowels, consonants and diphthongs. She is now able to recite directly in her classes without the aid of an interpreter.

Miss Donald thus summarizes her method: "I find it better for both of us to have regular hours for hard work, and hours when we do not come in contact at all. We were growing so much like one mind that I feared Linnie would lose her own individuality and become my second self. I do not want that, for Linnie has a strong character. I want it to follow out its own plan. Now, I advise how her time shall be spent outside the class-room, help her when she comes for help, and show her where she might have done better, but let her feel that she is living according to the impulse within her and not as I would have her live."

Her pupil was introduced to the teachers of the Northampton school for the deaf at the last commencement exercises and made a strong impression on all present. With a delicacy of perception almost marvelous she distinguished different tunes by their vibrations. Another trait is her way of holding a "court of inquiry" on all information she receives. If the new facts appeal to her as useful she tucks them away in her brain for future reference, if not, she methodically proceeds to forget them. This tendency has been checked by her wise instructor. Her progress from this stage in her mental growth will be even more rapid, for her body is now obedient to control and her mind is increasingly receptive.

Bettering Things in Baltimore.

BALTIMORE, MD.—Mayor-elect Hayes addressed the Public School Teachers Association, Oct. 14. He declared his intention to appoint a board of nine school commissioners who would be men qualified by experience and public spirit to exercise a wise control over the school system. "The responsibility I feel in this matter is greater than in the appointment of any other municipal officials," said Mr. Hayes.

After March 1, 1900, the terms and tenures of the public school teachers will be for life, efficiency and good behavior. New appointments will come from a list made by the superintendents and assistants after a competitive examination.

Unification Commission Appointed.

ALBANY, N. Y.—After a conference with Senator White, of Syracuse, Gov. Roosevelt announced on Oct. 23 that he had appointed a commission to devise a scheme for a unified system of education. The report will be submitted to the governor during the coming legislative session.

The commission will consist of the following: Frederick W. Holls, chairman, who was secretary to the Peace Conference at The Hague, and chairman of the Committee on Education in the Constitutional convention; Deputy State Superintendent of Public Instruction Ainsworth, Secretary Dewey, of the State Regents, Supreme Court Justice Joseph F. Daly, of New York city, ex-Senator Daniel H. McMillan, of Buffalo, also a member of the Constitutional convention; Robert F. Wilkinson, of Poughkeepsie, who was chairman of the Committee on Cities of the Third Class, and William Kernan, of Utica, a well-known lawyer in the state.

Savings of French Children.

In the common schools of France the children deposit with their teachers various sums from one sou upward, and once a month a savings bank agent comes around to collect these little hoards. If a child deposits only a sou the bank book is a small one. But when his deposits reach the sum of one franc he is entitled to a larger book, which gives him considerable importance. A large book is therefore a prize for thrift. Many children deposit in an endowment fund which is to provide them with a capital of 5,000 or 10,000 francs on their majority.

Library Association Meeting.

ALBION, MICH.—The ninth annual meeting of the Michigan Library Association convened at Ypsilanti, Thursday and Friday, October 26 and 27. The first session was held in Stark-weather hall and was called to order by Pres. H. M. Utley, of the Detroit city library. An address of welcome by Mr. E. A. Lyman, of the Normal college was responded to by President Utley and the regular program was then taken up. Three papers were read and discussed on the following topics: "What Tools and How to Use Them," by Julia S. Wood, of the Hackley public library, Muskegon; "Woman's Literary Club," by Ellen Dean, Grand Rapids Literary club; "Open Shelves," Celia M. Waldo, Jackson public library.

The subject for the evening session held in Normal hall was "State Library Commissions and Their Work." The Michigan commission was represented by Mr. Utley and the Ohio commission by Mr. R. P. Hayes, of Cincinnati. Following the program a reception was held in the college library.

Three papers were presented at the morning session: "Administration of the College Library," by Mary J. Jordan, Central normal school, Mt. Pleasant; "The Superintendent and the High School Library," Supt. W. J. McKone, Albion; "Primary School-Room Libraries," Mary L. Berkey, Normal college training school. The afternoon session was held in the Ypsilanti ladies' library rooms. Officers were elected, business of a general character transacted, Albion selected as the next place of meeting, and a question box discussed. The association then became the guests of the Ladies' Library association and refreshments were served. The following were the officers elected:—President, H. M. Utley, Detroit; vice presidents, S. N. Williams, Charlotte and Phebe Parker, Bay City; secretary, G. N. Walton, Ypsilanti; treasurer, N. E. Loring, Ann Arbor.

Educational Conditions in Arkansas.

FORT SMITH, ARK.—The last apportionment of the two-mill state school fund amounted to \$400,600. The school enumeration was \$465,830, making the amount apportioned to each child of school age eighty-six cents. This is an increase of fourteen cents in the last three years. In the same time there has been an increase of over \$17,000 in the enumeration, which indicates a population of nearly one and a half millions. If this estimate is correct the next census will show a remarkable growth in population.

The state's undeveloped resources which are practically untouched, are known to be enormous. Her great forests of pine, cypress, oak, walnut and ash are just beginning to be utilized by capital, while her zinc and lead fields in the north promise to be the richest finds in the world. Last year more railroads were constructed than in any other state, save one, while the present year indicates that an unprecedented amount of mileage will be built. Whenever these vast resources become marketable by reason of improved transportation, both population and wealth will increase with marked rapidity. With this growth demand for improved educational facilities will be made, more revenues will be realized, better buildings will be constructed, larger salaries will be paid, and a better professional equipment of teachers will follow. The greatest defect of our school system at present is lack of revenue to provide school terms of sufficient length.

Most of the towns and cities are enabled by much overcrowding to maintain eight and nine month terms, but the average for the rural school is less than five months. This is not due to any undervaluation of the benefits of an education by the masses, but rather to an unfortunate constitutional inhibition whereby the local school tax cannot be in excess of five mills.

Nothing short of a constitutional amendment will give needed relief. This unfortunate condition is being partially improved by the demand of many communities that valuation shall be increased. Particularly is this the case with the leading cities. In this city, for instance, the second largest in the state, this increased valuation will augment the school fund by something near two thousand dollars. However, the need in Fort Smith is not so urgent as in many other cities since it has a large interest bearing school fund derived from a congressional donation of the site of the old Fort.

Notwithstanding these apparent obstacles the state is making substantial educational progress. The state university located on the ridge of the Boston mountains in the beautiful little city of Fayetteville is growing in power and influence, and under the able administration of Dr. Buchanan is attracting the young men and women of the state as never before.

The matriculation this year is over 600. At the present rate if no impediments of a political or other character occur, the enrollment will reach a thousand in a few years and the work will be wholly of an academic character.

Progress in St. Louis.

ST. LOUIS, MO.—The annual report of Pres. Edward C. Eliot, of the board of education, is a triumphant record of growth in pedagogical spirit and building activity. The fiscal year opened with a deficit, but closes with a balance that testifies to careful management. Supt. Soldan thus explains the financial situation:

"This balance of \$200,808.75 is notable in view of the heavy expenditures for new buildings. It was at the expiration of the fiscal year approximately sufficient to cover all contract work pending at that date and in process of completion. The amount was immediately appropriated for this purpose, making the total sum applied to new buildings since July 1, 1897, somewhat in excess of \$827,000."

EXPANSION MARKS THE YEAR.

"The cost of new buildings and additions reached \$445,159.65. Three twenty-room buildings were completed at an average cost of \$100,000 and are regarded as fine examples of modern school architecture. There are now under construction other new schools providing fifty two additional rooms. These will all be practically completed and in use by September, 1900, making a total of 183 school-rooms which will have been added to the facilities for education in the city in about three years. These rooms afford accommodation for the seating of 10,000 children and constitute approximately fifteen per cent. of the entire school capacity.

"The year has been one of great activity and improvement in the conduct of the schools. The keynote of the administration has been the assistance and stimulation of the teachers. The conditions under which the superintendent and his assistants labor have been such as to permit merit and effectiveness of work in the teachers' corps to have their just consideration. A thorough supervision, accompanied by suggestions and example have brought the actual standard of instruction many degrees in advance of the work of previous years. The principals and teachers have been assisted to organize for that practical meeting of minds of equal information and ability, the lack of which is often the most narrowing influence in the life of those whose constant association is only with young and undeveloped persons.

TEACHERS' PENSIONS.

"The interest of superannuated teachers has directed the board's attention to the matter of providing for the assistance of those whose term of service is ended, leaving them without other means of support. A law exists, applicable to the schools of this city, which was intended to aid in the establishment of a pension fund made from the voluntary contributions of the teachers themselves. The terms of this law, after investigation, have been found inadequate for the purposes intended, and likely to be delusive to those who might seek to obtain its proposed benefits. There is no adequate safeguard to prevent the financial failure of the plan. The board has, however, shared fully in both motive and object, and has announced its intention to aid materially in the formation of a benefit fund out of which deserving teachers may be helped when the needs of the instruction department make it no longer possible to carry them upon the salaried list. Alteration in the existing law is necessary for this purpose. The teachers will no doubt make some effort in that direction at the next session of the legislature, and they will need the moral support and the active assistance of the community to obtain the passage of an efficient and self-protective law upon the subject. It is probable also that the generosity of the citizens, friends of the public school and sharers in their benefits, may be called on to co-operate. The public school system is the alma mater of the people, and its laborers should not be allowed to suffer in their old age.

MANUAL TRAINING.

"The experiment has been sufficiently successful to prompt provision for these rooms for another year, and an addition to their number. While the board is practically a unit upon the question of the value of manual training and domestic science education, and of its propriety as a part of the public school system, it is not so upon the point of its adaptation to the grammar school grades. It is probable that if the means were at hand the board would prefer the establishment of a manual training high school to the present maintenance of rooms in the grammar schools. The fundamental reason for this preference is found in the relatively large expense per pupil which this character of education entails, and the desirability of making the expenditure for the benefit of children sufficiently mature in mind and character to derive the best results. Successful manual training high schools are in operation in Philadelphia, Chicago, Cleveland, Indianapolis, Denver, and Kansas City.

"Owing to the generosity of a few private citizens, classes in manual training for boys and in domestic science for girls were conducted in several of the higher grade district schools. About 960 pupils received instruction in this respect.

FREE TEXT-BOOKS.

"The experiment of furnishing text-books free to the pupils of the lower four grades of the schools has been tried during the scholastic year. The following conclusions may be fairly derived from the year's experience:

"1. The system devised operates smoothly and no dissatisfaction is to be found with it from an educational standpoint. No deduction can be drawn, however, from the experiment in the lower grades, with respect to the extension of the free-book system to the higher grades, in which books are of necessity required for home study.

"2. The expense has been somewhat greater than anticipated. The net cost for the year for free books for the lower four grades was \$31,578.85. In addition to this the board provided books to the value of \$5,363.75 for pupils in the upper grades who were unable to provide themselves with the requisite books. There should be added, also, as a material cost in connection with the free-book system, the expense of school furniture required for keeping the books, for which the sum of \$4,906.95 was expended during the year. These expenditures, it is supposed, will practically cover the item of free books for the lower grades for three years, which is estimated to be the average life of the text-books purchased.

"3. There has been little saving to the pupils. A very large number of them have voluntarily provided themselves with books in addition to those given to them for use in the schools.

"4. A limited number of deserving pupils, unable to buy books, have probably been saved humiliation by not being compelled to apply for so-called "indigent" books.

"5. The plan now in operation is greatly superior to that formerly adopted, in which a limited appropriation for free books was consumed in an indiscriminating manner, leaving many needy and deserving pupils unsupplied. No pupil, under the present system, needs to stay away from school for want of books.

"The expense already incurred makes it proper to continue the free-book system for at least another year, and every effort will no doubt be made by the instruction department to demonstrate its usefulness."

Winter Studies of Society of Pedagogy.

ST. LOUIS, MO.—An enrollment of 755 members of the St. Louis Society of Pedagogy at the close of the last session and an unprecedented enthusiasm in the courses offered justify the addition of two new courses for the coming year in botany and biology. The section in pedagogy will take for the basis of its work, "Educational Creeds of the Nineteenth Century," edited by Ossian H. Lang. The leader, William H. Schuyler, A. M., will open the course with a lecture unfolding the methods to be followed in the discussion of these creeds.

The St. Louis section of the National Herbart Society has arranged to hold its meetings as a section of the Society of Pedagogy. The work of the year will be an examination of the method of the recitation. For this purpose McMurray's "Method of the Recitation" will be used as a basis of study. In chemistry the work will consist of the presentation and illustration of the principles of chemistry as exemplified in the phenomena familiar to all. Botanical students will be led by Miss A. Isabel Mulford who will give special attention to nature study in the school-room. Mr. C. F. Baker will discuss forms of life that surround us and are of immediate consequence to the teacher. In art thirteen subjects will be discussed by Mrs. M. V. Riley, who was in charge of the course last year.

Sections in child study, history, and literature are being arranged for in continuance of the methods observed last year. The leader of the work in chemistry will be Mr. W. J. S. Bryan, and the president of the Herbart society will conduct the discussion in the Herbart section. The work in psychology will be led by Dr. Wm. M. Bryant and in ethics by Dr. Jos. H. Foy. The meetings began on October 21, and will continue to the last of April.

Returns from Regents' Examinations.

The past year has shown an increase in volume of papers passing thru the routine of regents office at Albany. More than 450,000 answer papers were written during the past academic year by secondary school students, and about 25,000 by candidates for admission to professional study. At their meeting in June the regents incorporated with limited charters the American academy of dramatic arts of New York, and the Heffley school, of Brooklyn. Charters of academy grade were issued to the Buffalo academy of the Sacred Heart, Franklin school at Buffalo, and Hebrew free school, of Syracuse. The following academic departments were admitted to the university: Of Brooklyn union school, of Wellsville, and of union schools at Carmel, Dobbs Ferry, East Worcester, Great Valley, Greenville, Henderson, Longlake, Mayfield, North Bangor, Piermont, Seacliff, South Byron, Tioga Center and Waverly union school, of Tuckahoe.

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The Horse Fair	Worship of the Wise Men	The Mill	St. Peter's
Ploughing	Jesus and the Woman of Samaria	Dignity and Impudence	Madonna of the Lilies
Song of the Lark	The Good Shepherd	In Autumn	Holy Night
A Helping Hand	The Last Supper	The Gleaners	Automedon with the Horses of Achilles
Escaped Cow	Madonna of the Chair	Harvest Time	Magdalen
At the Watering Trough	St. Peter in Prison	School in Brittany	Holy Family, 3, Murillo
The Shepherdess	Madonna and Child	Sheepfold	Sheep
Children of Charles I.	By the River	Mater Dolorosa	Winter
Christ and the Doctors	Arrival of the Shepherds	Restless Sea	Can't You Talk?
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The Golden Stair	Head of Christ	Notre Dame	St. Mark's
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Classes in illustrative blackboard work under the direction of the Society of Pedagogy will be held in the mixed high school, 158th street and Third avenue, and public school No. 6, 85th street and Madison avenue. Miss Grace Gibson will be in charge. The first lesson in the mixed high school will be given Wednesday, November 8, and every second Wednesday thereafter; five lessons in public school No. 6, Nov. 15.

The condition of physical education in the public and private schools of this city was the subject of adverse comment at the meeting of the Physical Education society, on Oct. 19. The new school buildings were thought well equipped with gymnasium apparatus, but it was not used. Two supervisors were supposed to give instruction to 6,000 teachers, and in this respect the system was declared defective.

Arrangements for the third annual dinner of the Thomas Hunter association of grammar school No. 35, are being perfected. The dinner will be given at Sherry's on Nov. 16. The graduates of the Normal college will join the association in this celebration of the golden jubilee of Dr. Hunter's services in both college and school.

The day and evening women's law classes of New York university held opening sessions last week in the University building. Mrs. John P. Munn, president of the Woman's Legal Education Society was the presiding officer. Chancellor McCracken spoke of the success that had attended Mrs. Munn's efforts to raise an endowment fund of \$25,000 to support the work of the class, about half that sum being now subscribed.

Dr. Maxwell's report continues to irritate certain members of the board of education. The committee on supplies ordered the printer on October 27, to destroy the forms of the report, and suppress the copies already struck off. This order was countermanded by President Little.

Society of Pedagogy's Officers.

At the recent annual election of officers of the society the following were elected: President, Principal Edward A. Page, P. S. 77; first vice president, Asso. Supt Henry W. Jamison, P. S. 77; second vice-president, Prin. Mary E. Tate, P. S. 45; third vice-president, Prin. Josephine E. Rogers, P. S. 75; recording secretary, Prin. John W. Davis, P. S. 81; corresponding secretary, Cornelius D. Fleming, P. S. 125; treasurer, Samuel McCrosby, P. S. 96; financial secretary, Margaret M. Hughes, P. S. 9. Executive Committee.—Prin. Bayard W. Purcell, P. S. 158; John T. Nicholson, P. S. 10; Martha Adler, P. S. 77; Prin. Hester A. Roberts, P. S. 10; Prin. Isabella Sullivan, P. S. 68.

Pupils Without Teachers.

Under the heading "Teachers Wanted" this item appeared in *The Times* of Saturday last:

All persons holding "A" or "B" certificates to teach in the Borough of Brooklyn, who desire appointment in the grammar or primary grades of the said borough, are requested to send without delay to the Borough Superintendent of Schools, Mr. Edward G. Ward, at 131 Livingston street, applications for appointment, stating their names and residences, the certificates they hold and their experience, if any, in teaching (a) within the limits of the present City of New York and (b) elsewhere.

The advertisement resulted from a statement made by President Robertson, of the Brooklyn board at the last meeting of the Central board that 4500 pupils in that borough were without teachers. The ninety-one teachers imperatively needed have not been secured from Superintendent Maxwell's eligible list. Answers are not returned to letters addressed to eligible teachers. He thought this might be due to the fact that teachers of experience from other cities are discouraged by being put on a minimum salary.

Brooklyn Notes.

Arrangements have been perfected, by which the Brooklyn teachers will receive their September pay in about ten days. They will be paid on the old basis, and the question of raising salaries will be decided later. If they are entitled to benefits under the Ahearn law, the increase of salary will date from September 1.

A majority of the teachers feel that a compromise on the basis of the old schedule will jeopardize their rights under the Ahearn bill. They prefer to wait until the matter has been adjudicated. A large number of resignations may result from the delay.

Mr. Edward Bush, was banqueted on October 28, in Williamsburg, by the Principals' Association of Brooklyn. For more than forty years, Mr. Bush has been in charge of public school No. 18.

Success of Teachers College.

The outlook at the opening of Teachers college for the present year has more than fulfilled the hopes of the faculty. Students applying for special work have been denied because of the pressure on all departments. Registered regular students number 250. Eighty-four have enrolled for the course on the history of education by Professor Monroe, and Professor Butler's course on the principles of education has been elected by a large number.

Ten years ago the Teachers college was organized as a distinct institution with the intention of bringing it later into close relation with Columbia university. The gathering of the Industrial Education Association served as the immediate occasion for the realization of the ideal of a teachers' college on a professional basis. The Teachers college does not enter into competition with the normal schools, its purpose as expressed by Dean Russell is to supplement their work and carry it to its highest development. To this end, it requires two years academic study, in addition to college preparatory work, in English, history, biology, geography, geology, physical science, free-hand drawing and music for all students who have not received a normal training.

The courses of study offered are as follows: Four-year courses for teachers in kindergartens and elementary schools; two-year courses for teachers and supervisors of art and drawing, domestic art, domestic science, and manual training; graduate courses for teachers in secondary and normal schools, and for principals, supervisors, and superintendents of schools.

Technically educational courses are peculiar to the college. These include the history and philosophy of education, child study, school economy, and the theory and practice of teaching. The classes of the Horace Mann school constitute a laboratory for practice and experimentation along lines previously demonstrated as safe and reliable. The course in school supervision and management is designed for those who will enter upon administrative work. It includes school criticism and discipline, observation of typical school conditions, school organization, departments, classification, examinations, promotions, curricula, appliances, architecture and sanitation. Related to this is the course in school hygiene, which deals with the hygienic construction of school buildings; the heating, lighting, ventilation and equipment of class-rooms; the hygiene of instruction and fatigue, school diseases and defects of sense, and practical tests of physical and mental ability.

After ten years of growth the property of Teachers college represents an investment of approximately a million and a half of dollars, and its annual expenditures amount to nearly \$200,000. The contributions to fellowships, scholarships and free tuition amount to \$15,000 annually. The faculty numbers fifteen professors and fifty-five instructors. The substantial character of this foundation justifies the expectations of its founder and friends.

Mind-Training

Miss Aiken's "Exercises in Mind-Training" (*just published*) is the complement of that author's "Methods," published not long ago. The exercises are varied, bearing upon most of the studies included in the ordinary school curriculum, and explanations and suggestions to the teacher are given wherever necessary throughout the book. The success with which Miss Aiken met in her own school is a guarantee that this volume (with the "Methods") will be of the greatest possible usefulness to any teacher desirous of cultivating the faculties of attention and memory. Price of each volume, \$1.00. Special price to teachers, 85 cents, postpaid.

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Interesting Notes from Everywhere.

CHICAGO.—The school sites committee of the board of education, has decided to recommend the erection of fourteen new school buildings, and additions at a cost of \$1,000,000. Many temporary structures remain in use. The assistant superintendents recommended a total of sixty new buildings and additions, and of these fourteen were chosen.

BROOKLINE, MASS.—At the first fall meeting of the Brookline Educational society, Miss Heloise Hersey spoke on "My Educational Creed." She said in opening, "The great fruitage of education, is skill in the art of living. In the educated, the eye, the hand, and the heart are all servants of the enlightened mind. Cleverness, wealth, and beauty are powers; education is the power to use them. Acquisition of any or all kinds is not education. The process to be wrought on the student is a twofold one, disciplinary and soul-developing."

BERKELEY, CAL.—Dr. Benjamin Ide Wheeler was formally inaugurated president of the University of California, before an audience of 8,000. President David Starr Jordan offered the welcome of a co-operating institution, and President Gilman, of Johns Hopkins, who was the first head of the state university, spoke reminiscently. The inaugural speech of President Wheeler was very eloquent.

BOSTON.—Objections have been raised to the site selected by the board for the new normal school. These are based partly on the expense, which, in the language of the mayor, is unnecessary and unwarranted, and partly on the site's proximity to the noise and excitement of a business thoroughfare. In the opinion of many, retired sites may be had for less money.

NEW HAVEN, CONN.—President Hadley will be called upon to deal with the evils of the elective system. It is generally accepted that the old plan of retaining philosophy as a required study must pass away soon. But the competition among instructors to secure "popular" courses has come to be a serious menace.

CHICAGO.—Four students and two professors of the University of Chicago, were injured by an explosion of chemicals in Kent laboratory a few days ago, and many others were almost overcome by smoke and fumes of nitric acid. The injured instructors are Alexander Smith, and Professor Sengfelt.

To prevent the spread of infectious diseases among children, the school board of Chicago, has decided to appoint fifty medical inspectors who will examine pupils absent from school four or more days. The plan is to be tried for two months as an experiment.

HANOVER, N. H.—Dartmouth college is to have a new dormitory designed to care for sixty students, and to cost \$35,000. It will be ready for occupancy next fall.

NEWPORT, R. I.—Mrs. Charlotte Sorchan was nominated for a member of the school board, by the recent Democratic convention. The nominee, who will undoubtedly be elected, has shown a deep interest in the public schools, taking the lead in decorating many of the rooms at considerable expense.

President Schurman's report, indicates an un-precedented demand on all the facilities for which Cornell is noted. An enrollment of 3,000 calls for new buildings and further endowments. The library has more than doubled in seven years, containing now 225,022 volumes and 36,000 pamphlets. Its use by the students has more than trebled in the same time.

The Society for the Comparative Study of Pedagogy will

hold its next regular meeting on Monday, Nov. 6, in the library of the New York University School of Pedagogy. Dr. Weir will give a review of Le Pere Girard's "Theory of the Cultural Value of Language Instruction."

A beautiful window is soon to be placed by the alumni in the hall of the Albany high school in memory of Miss Mary Morgan, teacher of English in the school for thirty years. The design represents Hypatia searching for knowledge, holding in one hand a lamp and in the other a book. The coloring is rich and the symbols used in the border are full of significance.

NEW HAVEN, CONN.—Announcement is made that the Japanese emperor has conferred on Prof. George T. Ladd, the decoration of the Rising Sun. Professor Ladd, who is now lecturing in the Orient, is the first American to receive any decoration by the Japanese government.

HARTFORD, CONN.—Ground has been broken for the new \$50,000 hall of natural history at Trinity college. The building will occupy a site on the southern portion of the campus in line with the hall of science. It will have a frontage to the north of 122 feet and a width of 72 feet and will be three stories high above an ample basement. The materials used in construction will be brick and sandstone.

Speaking recently at Mt. Holyoke college, Carroll D. Wright paid a tribute to his boyhood teacher, a pupil of Mary Lyon. She was a woman of the Lucy Larcom type, who had earned her living in the Lowell mills, and she led her pupils to scorn the idea of degradation in any honest labor. This early influence may account for Mr. Wright's sympathetic attitude toward laboring problems.

At the meeting of the Hamilton county, Ohio Teachers' Association on October 14, Miss Loudon, of the Boston school of oratory, gave a reading in illustration of her methods, and Mrs. Cornelia James, superintendent of the Cincinnati kindergarten training school, read a paper on "The Relation of the Kindergarten to the Primary School."

The faculty of the University of Pekin, China, is a large one. It consists of two presidents, eight Chinese and eight foreign professors, sixteen assistants, thirty-two secretaries, and nearly one hundred minor officers. There are two hundred-fifty students of modern languages, nearly half of whom are learning English.

The proposed statue of Frances Willard finds a counterpart in Spain where a statue was erected during our recent war to Senora Arenal, a Spanish woman who had devoted her life to the study of sociology and criminology for philanthropic purposes.

Miss Lisi Cecilia Capriani, of the University of Chicago, who taught French and Italian in the class study department last year, has resigned to take charge of the Romance department at the Woman's college at Western Reserve university. In 1896 she took her Ph. D., in 1898 both her master's and doctor's degrees. She held a fellowship in 1897 and 1898 and was a docent this year. She comes of an old Italian family, her father being prominent in Italian politics.

SCHENECTADY, N. Y.—Union college has opened a special department for the benefit of the town. It offers one hour every Saturday to the popular treatment of some science or art. The lectures will tend to the seminary method, discussion and questioning by the hearers being invited, and supplementary reading directed. A fee of \$5. is charged for each course.

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Several collegiate institutions have turned from their doors, students qualified for admission, because the limits of their facilities had been reached. The registration in the majority of colleges has this fall exceeded all previous records. The enrollment at the University of Kansas will exceed 1,200, that of last year being 1,087. The University of Michigan opens the term with 2,937 students and the total enrollment during the year is likely to reach 3,500. At the University of Washington 400 students begin the college year. Early estimates of the attendance at the State University of Iowa indicate that it will reach 1,500.

H. A. Hanna has made a generous donation towards the erection of the biological laboratory of Western Reserve university.

Prof. Paul F. Rohrbacher died October 24 at his home near Pittsburgh, after a career of thirty years as a teacher of German in the University of Western Pennsylvania. He was born in Germany, and came to this country in 1850, after serving in the revolution against William of Prussia.

BALTIMORE, MD.—Dr. Herbert B. Adams, director of the department of history and politics in Johns Hopkins university, spent his summer in research at Albany and at Amherst. While in New York he finished three large reports bearing on different phases of American education, for the United States commission to the Paris exposition.

The veteran author, Grant Allen, died in London last week. His original works and translations show him to be a man of versatile mind and unceasing industry. His studies in natural science are admirably adapted to school libraries.

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New Books for Schools and Libraries.

This list is limited to the books that have been published during the preceding month. The publishers of these books will send descriptive circulars free on request, or any book prepaid at prices named. Special attention is given to all requests that mention THE SCHOOL JOURNAL. For Pedagogical Books, Teachers' Aids, School Library, and other publications, see other numbers of THE JOURNAL.

TEXT-BOOKS.

TITLE.	AUTHOR.	PP.	BINDING.	PRICE.	PUBLISHER.
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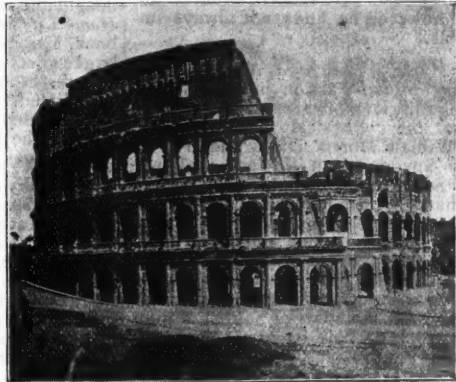
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A History of England for High Schools and Academies, has been written by Professors Katharine Cowan and Elizabeth K. Kendall, and will be published in October, by The Macmillan Company. The authors have kept in view the history requirement recently adopted by several leading colleges and universities, and their chief aim has been to emphasize the physical environment afforded by the British isles, the race traits of the peoples that have occupied the land, the methods by which they have wrought out industrial prosperity, and the measures by which they have attained self-government, all of which are essential to an adequate understanding of the growth of the English nation.

Among the week's publications by The Macmillan Company are three books of some interest to students of literature. *The Development of the English Novel*, by Wilbur L. Cross, assistant professor of English in the Sheffield Scientific School of Yale university. *Some Principles of Literary Criticism*, by C. T. Winchester, professor of English literature in Wesleyan

university, and *An Introduction to the Poetical and Prose Works of John Milton*, by Hiram Corson, LL.D., professor of English literature in Cornell university.

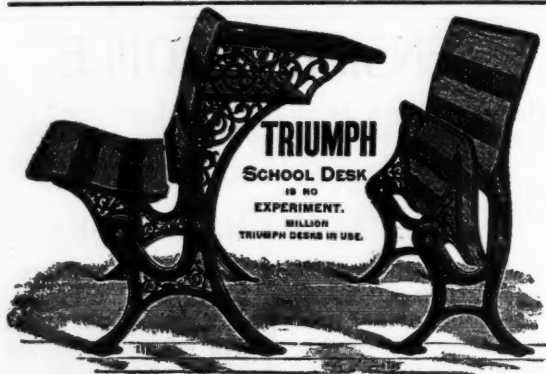
Mr. Edwin Markham's most recent poem "The Muse of Brotherhood," is said to be filled with a lofty optimism. It goes to complement the notes of hopelessness and despair in "The Man with the Hoe." It will appear exclusively in *The Saturday Evening Post*, of Philadelphia, in its issue of Oct. 21.

Interesting Notes.

Bicycles are not baggage, so declare the three judges of the St. Louis circuit court of appeals. The baggage-man of a Missouri Pacific train refused to receive a bicycle in his car. The owner brought suit for mandamus to compel the company to carry his vehicle under the same provisions as those for ordinary baggage, and was successful in the circuit court. The company appealed and its practice has been sustained. The decision says:

"Ordinary baggage is made up of two elements. (1) Certain things which may become such. (2) The bags, trunks, valises, satchels, packages, and other receptacles in which these things are to be put before they can be deemed baggage. In other words, the bag or receptacles and their contents are both necessary components of the idea conveyed by the term baggage. Was the plaintiff's bicycle a thing comprehended within the definition of personal or ordinary baggage? It had no utility during the trip. It is claimed, however, that it was convenient and useful at the end of the trip. Conceding this to be true, can not the same be said, and with equal truth, of every other form of vehicle or carriage which the traveler might own?"

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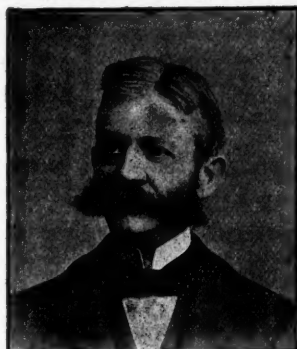
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contracts and are not embraced in the class of things denoted by the word personal or ordinary baggage. The defendant had the absolute right to refuse to accept the bicycle tendered as personal baggage, irrespective of any question as to its right to be so classed, on the ground that it was not deliverable to him as such until it had been properly packed, crated or otherwise protected from the perils of handling or transportation." —*Empire Gazette*.

Mr. Bryce in his *Impressions of South Africa*, thus describes the Boers:

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have treated with equal severity. They hate the English also, who are to them the hereditary enemies that conquered them at the Cape; that drove them out into the wilderness in 1836; that annexed their republic in 1877, and thereafter broke the promises of self-government made at the time of the annexation; that stopped their expansion on the west by occupying Bechuanaland; and on the north by occupying Matabeleland and Mashonaland; and that are now, as they believe, plotting to find some pretext for overthrowing their independence. Their usual term (when they talk among themselves) for an Englishman is 'rotten egg.' This hatred is mingled with a contempt for those whom they defeated at Laing's Nek and Majuba Hill, and with a fear born of the sense that the English are their superiors in knowledge, in activity, and in statecraft."

Building Notes.

ALABAMA.

Montgomery will build two school houses. Write Golucke & Stewart, archs., Atlanta, Ga.

ARIZONA.

Sacaton will build school house at Pima agency, Indian Territory. Write Elwood Hadley, U. S. Indian agent, Pima agency, Sacaton.

CONNECTICUT.

Elmwood will build school. Write H. C. Judd, W. Hartford.

Centerbrook will build school house in north district. Cost \$4,000. Write Edw. Griswold, Essex, Conn.

GEORGIA.

Jackson will build school. Address C. S. Maddox, mayor.

ILLINOIS.

Lerna.—Bids will be received for the erection of a new school. Write Ben Maxwell, arch.

Evanston will build school at South Evanston.

Grandview will build school in district No. 3. Write J. E. Hinds, clerk school board.

Arthur will build school house. Write Marion Watson, clerk.

Chicago will erect school building to be occupied by the Chicago Latin school. Write Archs. Pond & Pond, 17 Van Buren st.—St. Gabriel's R. C. church will build an addition to its school.—Northwestern university will build a gymnasium. Write D. H. Burnham arch., 1142 Rookery building.—Will erect school building on East Division st. Write Pond & Pond, archs., 1109 Steinway hall.

West Grossdale.—Arch. Jno. Neal Tilton has plans for new school. Cost \$6,000.

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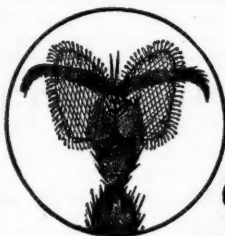
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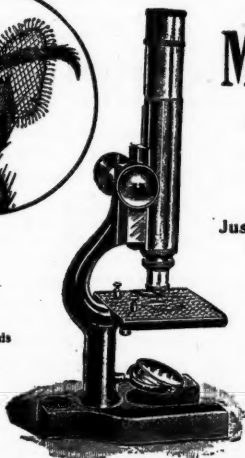
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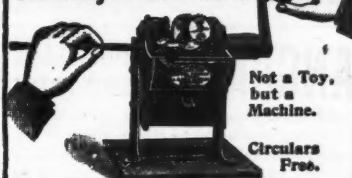
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